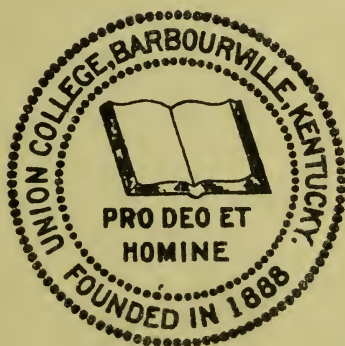


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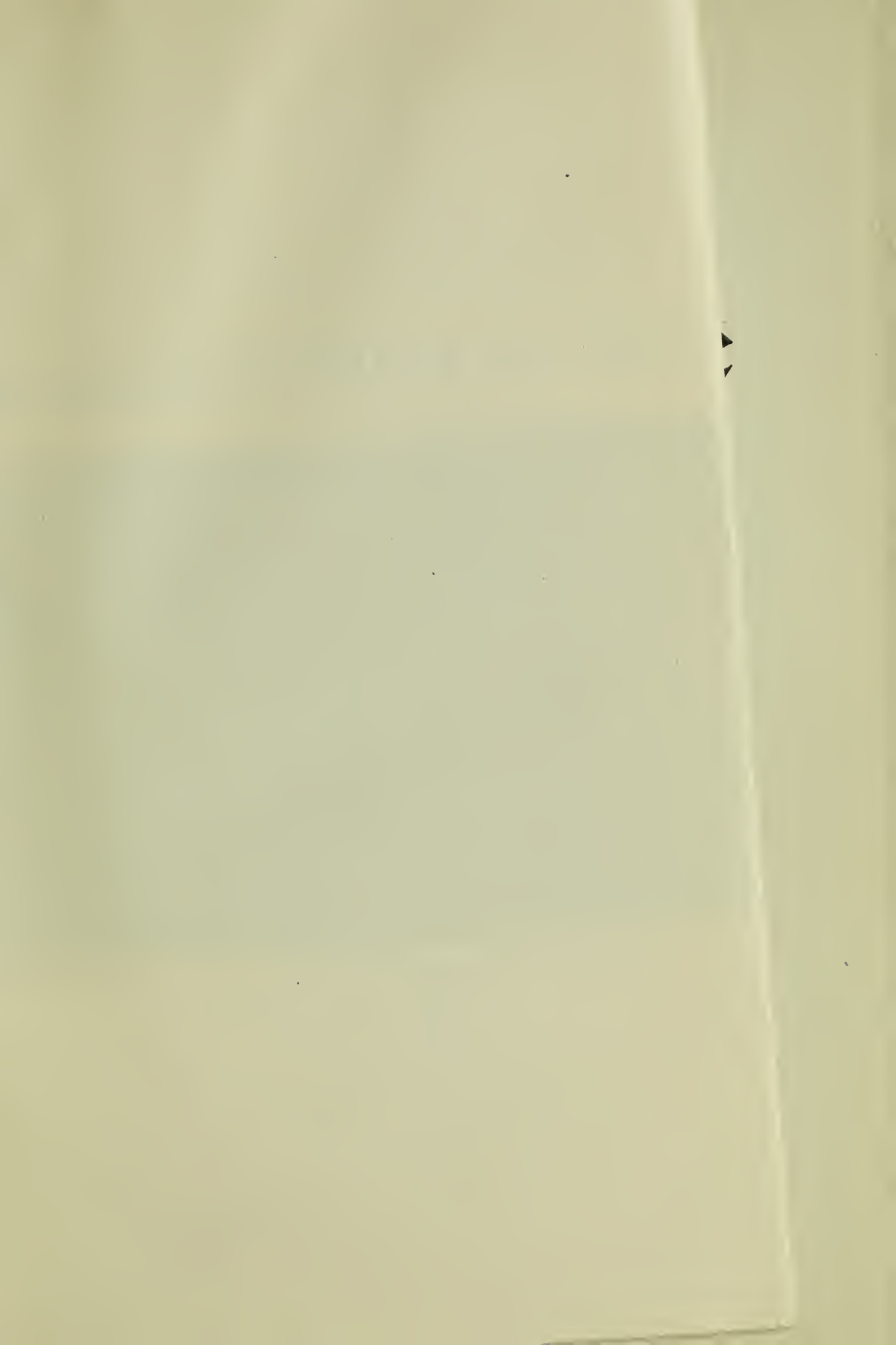
1917

Annual Bulletin
of
Union College



1916='17

Barbourville, Kentucky



PANORAMIC VIEW OF BUILDINGS AND FRONT CAMPUS



WOMEN'S DORMITORY

ADMINISTRATION BUILDING

MEN'S DORMITORY

Annual Bulletin
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Union College

1916='17



Barbourville, Kentucky

CALENDAR.

1916.

Wednesday, Sept 13.....Fall Term Opens
Thursday, Nov. 30.....Thanksgiving Day
Wednesday, Dec. 20.....Fall Term Closes

1917.

Tuesday, Jan. 2.....Winter Term Opens
Saturday, Mar. 17.....Winter Term Closes
Tuesday, Mar. 20.....Spring Term Closes
Wednesday, May 30.....Commencement Day

BOARD OF EDUCATION OF THE KENTUCKY ANNUAL CONFERENCE OF THE METHODIST EPISCOPAL CHURCH.

CLASS No. 1, TERM EXPIRES IN 1916.

REV. F. T. KELLEY.....Russell, Ky.
MR. A. M. DECKER.....Barbourville, Ky.

CLASS No. 2, TERM EXPIRES IN 1917.

REV. E. P. HALL.....Latonia, Ky.
MR. C. B. NORDEMAN.....Louisville, Ky.

CLASS No. 3, TERM EXPIRES IN 1918.

REV. E. R. OVERLEY.....Covington, Ky.
MR. J. H. RICHARDSON.....Maysville, Ky.

CLASS No. 4, TERM EXPIRES IN 1919.

REV. J. D. WALSH, D.D.....Chattanooga, Tenn.
HON. ALVIS S. BENNETT.....Louisville, Ky.

CLASS No. 5, TERM EXPIRES IN 1920.

REV. O. J. CARDER.....Paintsville, Ky.
MR. HAROLD MEANS.....Ashland, Ky.

CLASS No. 6, TERM EXPIRES IN 1921.

REV. F. W. HARROP.....Harlan, Ky.
HON. JAS. D. BLACK.....Barbourville, Ky.

OFFICERS.

REV. O. J. CARDER.....President
MR. C. B. NORDEMAN.....Treasurer
MR. ALVIS S. BENNETT.....Secretary

PROPERTY COMMITTEE.

MR. C. B. NORDEMAN.....Chairman
MR. A. M. DECKER.....Secretary
REV. F. W. HARROP, REV. E. P. HALL,
HON. JAS. D. BLACK.

SCHOOL COMMITTEE.

REV. J. D. WALSH.....Chairman
REV. E. R. OVERLEY.....Secretary
REV. A. M. DECKER, MR. J. H. RICHARDSON,
REV. F. T. KELLEY.

FACULTY.

EZRA T. FRANKLIN, A.B., B.Pd., M.A.

PRESIDENT,

Theology, Philosophy and Bible.

A.B., Asbury College, 1903; B.Ph., Valparaiso University, 1905; A.B., Indiana University, 1906; M.A., Indiana University, 1910; graduate student at Columbia University, summer session, 1912 and 1913; research scholar, Columbia University, 1913-1914; teacher in graded school two years; a Superintendent of city schools two years; Dean and Professor of Philosophy, Asbury College 1908-1910; Professor of Theology and Philosophy, and Dean and Acting President of Olivet University, 1910-1911; President of Olivet University, 1911-1912; Vice President and Professor of Philosophy and Systematic Theology, Asbury College 1912-1915; President of Union College, 1915-

JAY B. KENYON, A.B.,

DEAN.

Science and Mathematics.

A.B., Asbury College, 1913; Graduate student at Columbia University summer session, 1916; assistant in Science, Asbury College, 1911-1912; Professor of Biology, Asbury College, 1913-1914; Professor of Natural Science, Asbury College, 1914-1915; Dean and Professor of Mathematics and Natural Sciences, Union College, 1915-

REV. C. A. BROMLEY, A.B., A.M.

English Bible.

A.B., Asbury College, 1897; A.M, 1901; Professor of English and English Bible, Asbury College, 1904-1906; many years a pastor; now pastor of M. E. Church, Barbourville, Ky.

LESTER E. LANGDON, A.B.

English and French.

A.B., Western Maryland College, 1916; special student at Illinois State Normal University; graduate of Western Maryland College, Normal Department; Columbia University, summer session, 1916; Principal of Graded and High School; Professor of English and French, Union College, 1916-

MISS IRIS ABBEY, A.B.

Latin and German.

A.B., Taylor University, 1915; assistant instructor in German, Taylor University, 1914-1915; Professor of German and Latin, Union College, 1915-

D. M. HUMFLEET.

Normal Department.

Attended Union College two years; Normal school and Kentucky University Summer School; teacher in Public Schools fourteen years; Principal of Graded and High School; taught Normal Work two years; at this writing holds the highest grade certificate in Knox County; Principal of the Normal Department, Union College, 1915-

JESSICA TARLETON RAINS,

Piano, History and Harmony.

Graduated from the Music Department of Hayswood Seminary and took a graduate course at the same; studied at the College of Music, Cincinnati, O., under Frederick Hoffman; Studied at the Sherwood School of Music, Chautauqua, N. Y.; Taught at Hayswood Seminary; Private teacher at Maysville, Ky., for five years; Piano teacher in the Cincinnati Academy of Music, 1912-1915; Teacher of Music, Union College, 1915-

(To be supplied.)

Voice.

(To be supplied.)

Expression.

Lulu I. Fisher

CORA BALES SEVIER, A.B.,

Art.

Graduated at Hamilton College, Lexington, Ky.; Student at Cincinnati Art Academy; Taught art three years as private teacher; Taught art at Colliersville High School, 1913-1915; Teacher of Art, Union College, 1915-

MR. STANLEY E. WILLIAMS,

Violin.

Student of the Meridian Conservatory of Music; Pupil under Madam Hull, J. E. Winsorlord, Roy Young, and others. Student of Cincinnati Conservatory of Music, under Emil Hermann of Symphony Orchestra. Much experience in Orchestral Work. Instructor in Violin, Union College, 1916-

NETTIE CREAL,

Typewriting, Penmanship and Office Secretary.

Academic Course and Teachers Training Course, East Lynn College, Buffalo, Ky.; Teachers Training Course, Private Normal, Hodginsville, Ky.; Commercial Course, Bryant and Stratton Business College, 1911; Taught twelve years in Public Schools; Teacher in Bryant and Stratton Business College, 1912; Head of Shorthand Department Union College,

Branch of Bryant and Stratton Business College, 1913-1914;
Principal of Union College School of Business, 1914-1916;
Office Secretary and Teacher of Typewriting and Penman-
ship, 1916-

WILBUR S. EDWARDS,

Grammar School.

Attended Valpraiso University, Normal Department, 1905
and 1907; Kentucky Wesleyan College, 1908; Eastern Ken-
tucky Normal, 1911-1912; taught in Public Schools seven
years; Teacher of Grammar School, Union College, 1914-

MARY LIGON,

Intermediate.

Graduated from Kentucky Classical and Business Col-
lege, North Middletown, Ky.; studied two years at Eastern
Kentucky Normal; taught two years in Public Schools;
Teacher of Intermediate Department, Union College, 1915-

MARY E. DAVIS,

Primary.

Studied Kindergarten and Primary Work at Chicago Uni-
versity; taking Special Work at Chicago University this sum-
mer in the Modified Montessori Method; Teacher of Primary,
Union College, 1913-

W. B. SAMPSON,

Instructor in Academy History.

GEORGE W. THOMAS,

Assistant in Academy Mathematics.

CARL W. HAGGARD,

Assistant in Science Laboratory.

OFFICERS OF ADMINISTRATION.

EZRA T. FRANKLIN, A.M.	President
JAY B. KENYON, A.B.	Dean
LESTER E. LANGDON	Librarian
MISS NETTIE CREAL	Office Secretary
MRS. C. N. SAMPSON	Preceptress Fanny Speed Hall.
MRS. WILL GREGORY	Matron of Men's Dormitory.
ALERY D. SMITH	Superintendent of Buildings and Grounds.
MRS. A. D. SMITH	Superintendent of Dining Hall

Union College

LOCATION.



BARBOURVILLE, KENTUCKY, the county seat of Knox County, is the site of Union College. It is an incorporated city of about 2,500 inhabitants and is situated on the Cumberland Valley Division of the Louisville and Nashville Railroad. It is an attractive and progressive town, having many of the modern conveniences, such as natural gas, electric lights, waterworks, telephone exchange, good hotels, etc. Its citizenship is refined and law-abiding. In no place in the county is the sale of intoxicating liquors authorized by law. The moral tone of the town is high. Baptists, Presbyterians, Disciples, Methodist Episcopal South, and the Methodist Episcopal have churches here. The ideals of the people are elevating, their friendships warm, genuine and abiding. Their hospitalities are cordial and gracious. They are interested in the school and the student.

Cumberland River, famed for its historical associations and its picturesque scenery, flows through the valley and skirts the town. Charm and beauty of hill and valley commingle in splendid profusion. Viewed from a practical standpoint, the innumerable hills, with their wealth of vegetation above, and interesting geological strata below, afford a rich field for excursions of scientific classes. The mildness of the climate is conducive to such out of door study.

HISTORY.

Union College had its origin in the minds of the citizens of Barbourville. They early recognized the needs of a Christian institution of learning in their midst. But to turn the furrow one must have the

plow. So in 1880, a joint stock company having been formed for the purpose and incorporated, a site secured, and a suitable building erected thereon and dedicated, Union College started on a career of usefulness which has blessed the community and justified the faith of its founders.

In 1886 the property was sold to the Kentucky Conference of the Methodist Episcopal Church. The institution was, from that time to his death, in January, 1897, under the administration of the Reverend Daniel Stevenson, D.D., an able and conscientious educator, a consecrated and devout Christian, a cultured and refined gentleman. His incumbency was a material, intellectual and spiritual blessing to school and student, citizen and community. Upon the death of Doctor Stevenson the Reverend James P. Faulkner, A.M., a native of Knox County and a graduate of Union College, succeeded to the Presidency of the College. His wise and progressive administration brought the school on toward the accomplishment of its purpose and the realization of its high mission.

During the administration of President Faulkner, the Board of Education came into possession of the legacy bequeathed by Mrs. Fanny Speed and from that time the expansion of the school became more marked. During this administration there were planned and begun Fanny Speed Hall and the Central Power and Heating Plant. They were not available for use, however, until the beginning of the next administration, that of Reverend James W. Easley, B.D., A.M., whose term of office began in 1905. In spite of adversities, the school increased in equipment and influence during his administration. During the summer of 1906, the Administration Building was struck by lightning and burned to the ground. One year later it was replaced by a more commodious building and the handsome Men's Dormitory was erected.

Upon the resignation of President Easley in 1901, Judge James D. Black, LL.D., of Barbourville, now

Lieutenant Governor of Kentucky, became the fourth President of Union College. Under his management the material, as well as the less tangible interests of the school progressed with rapid strides. The two years of President Black's connection with the school will be remembered as years of solid growth.

On his retirement from the leadership of the school its management was given into the hands of Percy L. Ports. Professor Ports had been in the service of Union College for seven years, having held the position of teacher of Natural Science for that period, and having been Vice-President for two years. He is a graduate of Ohio Wesleyan University.

During the school year of 1912-13 the Board of Education suffered such severe financial reverses that it appeared for a time that it would be necessary to close the school for a term of years. Fortunately, this calamity was averted, largely by the loyalty and sacrifice of the citizens of Barbourville. A large part of the sum necessary for the operation of the school was subscribed and a group of twenty-six men bound themselves by contract to guarantee the continuance of the work of the institution. As a result of this emergency, a Local Board of Trustees was organized. This Board had the direct oversight of the school for the year 1913-14, during which year it continued under the management of Prof. Percy L. Ports.

For the year 1914-15, the Conference Board resumed the work of the school. Upon the resignation of President Ports, Rev. E. R. Overley, Pastor of the First M. E. Church, was made the nominal president and the management was given into the hands of Prof. B. C. Lewis under the title of Vice-President and Business Manager. Owing to its financial struggles and other difficulties, the work of the school this year was commendable. The darkest hour is just before dawn. The outlook for the school for the future is the brightest in its history. The Conference Board has taken hold of the school with renewed determination; the General Board of Education of our Church,

with headquarters in New York City, is also backing the school financially and otherwise. This will give its claims financial recognition in other parts of the country.

On June the 30, 1915, Professor Ezra T. Franklin was elected President of Union College and given a general plan of procedure which embraced a financial campaign for a balance on the annual budget and a larger campaign for improvement and endowment. Another part of the plan was that special attention should be given to the religious interests and needs of the students and all others connected with the College.

Both these problems are being solved. It is expected that the balance in the budget will be met in full by conference of this year, and a good start has been made on the larger financial campaign.

Two revivals, one in the fall term and another in the winter term, resulted in the conversion of nearly all the students hitherto unconverted.

At the Board meeting in January, 1916, it was decided that the College Course proper should be added as fast as possible. It will be started in 1916-7.

AIM.

Life is a warfare. Then, shall we not be armed? In this, education is the sword, character the protecting shield. To vitalize the power of intellectual development; to teach and form studious habits; to surround with refining influences; to appeal to the sense of right, the pride of manhood and womanhood; to enlarge the love of the Good, the True, and the Beautiful; to increase lofty moral and social ideals; to lead to a Christian experience and to build a Christian character—these are the functions of the College, and therein does it secure the harmonious development of the soul and prepare for the largest usefulness in life.

But education is a process, rather than a fulfillment; an acquiring rather than a completion. The school then, can assist in the buckling on of the armor, but it may not make one fight. The well-poised school

will teach faith in oneself, the value of self reliance, and the dignity and ennoblement with which honest effort requites the worker. This, Union College endeavors to accomplish. And if it can teach the sons and daughters of its patrons to be "of quick perceptions, broad sympathies, and wide affinities; responsive but independent; self-reliant, but deferential; loving truth and candor, but also moderation and proportion; courageous, but gentle; not finished, but perfecting," its mission will not have been a failure. Its methods proceed on the thought that morality in the best sense can be taught only through the inculcation of high ideals constantly kept before the mind of the student. Appeal is made to pride of honor in the student.

The aim, then, of Union College is the development of life and the formation of genuine, substantial character. It interprets the meaning of life and sets itself to the task of fitting young men and women for the manifold and responsible duties the age demands.

CAMPUS.

The campus comprises about eight acres and is situated on the highest part of the town. The buildings are located at convenient distances from each other, while the intermediate space is filled with splendid shade trees. There are on the campus some twenty different varieties of native trees. The buildings are connected with each other and with the street by cement walks. Deep wells of pure, wholesome water are located near each dormitory. There are three tennis courts, and two basket ball fields, besides ample room for croquet lawns on the campus. The grounds are lighted at night by four arc lights and several tungstens.

BUILDINGS.

Administration Building.—This is a well-proportioned three-story building, constructed of brick and concrete and trimmed with Tennessee marble. The building is steam-heated and lighted by electricity, as

are all the buildings on the campus. It is scientifically ventilated. In it are the classrooms, library, President's office, chapel, laboratories, and the central dining hall. There are fourteen classrooms. These are equipped with single desks and slate blackboards. From the President's office are speaking tubes to each room. The building is equipped with an electric program clock system. The chapel is commodious and is seated with comfortable opera chairs. There are three laboratories, chemical, physical, and biological, whose equipment is described later. The dining hall, kitchen, and bakery are in the basement, occupying nearly the whole floor.

Fanny Speed Hall.—This is the home for the young women. It is a three-story building of unique design. It has spacious halls and parlors and the rooms are neatly furnished. The building is supplied with bath rooms, toilets, and gas hot plates for students' use. A small monthly fee is charged for this latter convenience.

Young Men's Hall.—This is a brick structure of colonial design, three stories high. The rooms accommodate two students each. It is on the opposite side of the campus from Fanny Speed Hall. The basement contains toilet rooms, and shower baths with cold and hot water.

Stevenson Cottage.—This building bears the name of the honored first President of Union College. It is used as a dwelling, being occupied by the Superintendent of buildings and grounds.

Heat, Light and Power Plant.—This is situated at a safe distance from the other buildings and contains the boiler, engine, dynamo and pumps. The location of this plant, together with the concrete and brick construction of the college buildings, places danger of fire as the remotest possibility. From this plant all the buildings are supplied with steam heat, electric light and water. The water is from two deep drilled wells within the building.

EQUIPMENT.

Library.—The Speed-Stevenson Library containing over two thousand volumes was established by Mrs. Fanny Speed, of Louisville, Ky., and Mrs. Stevenson, wife of the first President of Union College. The late Professor George H. Daines, was a liberal contributor to it. A large number of books was donated by Drew Theological Seminary, through the kindness of Rev. S. G. Ayers, Librarian. Numerous reference books for the various departments are added each year. The Reading Room is supplied with many of the best secular and religious papers and current magazines. The students are thus able to keep themselves informed with respect to the daily news and familiarize themselves with the best modern literature.

The Honorable John H. Wilson, of Barbourville, Kentucky, generously donated a large number of books. These books embracing a wide range of useful information constitute a valuable addition to the Library. A Conference Alcove has been founded and is maintained by the individuals of the Kentucky M. E. Conference. Its aim is to supply complete sets of the works of classic writers.

Laboratories—Chemical.—This is equipped with two tables with acid proof tops, accommodating thirty-two students. The tables are supplied with running water and natural gas. An automatic water still is included in the equipment. Ample glassware and chemicals are provided for fifty individual student experiments. The laboratory contains a Henry Troemner analytical balance, sensitive to one-twentieth milligram, besides several less delicate balances for student use.

Physical.—In this laboratory apparatus is provided for about fifty individual experiments in mechanics, light, heat, sound, magnetism and electricity. The equipment includes a Hart Optical Disk, standard steel meter stick, made by Brown and Sharpe, three static machines, three X-ray tubes, electrical

measuring instruments, one-horse power electric motor, diffraction grating, organ pipe, sonometer, etc. The equipment, is all modern and of high grade.

Biological.—In these are provided dissecting sets and microscopes for work in botany and zoology. There are two compound microscopes, one with filar micrometer eyepiece and oil-immersion objective, magnifying one thousand diameters. There are numerous zoological specimens preserved in formalin. For work in physiology there are two human skeletons, a model of the human trunk, and numerous important charts. The equipment comprises also a stereopticon with microscope attachment and a large number of lantern and microscope slides covering many subjects.

Mathematics.—Hard wood models of the various geometric forms are provided. Drawing boards and accessories are provided for class-room work in geometry. Each student is expected to own an inexpensive pair of compasses for home use. For the course in surveying the department has one transit, one level, two compasses, and the usual accessories, including a hundred foot tape, which has been tested by the United States Bureau of Standards and guaranteed accurate to within .02 of an inch.

Music.—The college owns six pianos, two of them being in the Chapel and kept tuned together for recital purposes. There are eight Howard mandolins and one mandola for the Mandolin Club. A full equipment, consisting of fifteen-silver-plated Conn instruments, is provided for the college band.

Power Plant and Shop.—For lighting, the college owns a forty horse power Skinner automatic engine, direct-connected with a James Clark, Jr., 25 K. W. direct current dynamo. There are three steam pumps for drawing pure water out of deep wells. In the shop is one screw-cutting lathe, gas engine and dynamo, drill-press and a full complement of metal and wood working tools.

Fire Protection.—The buildings are furnished with twenty hand chemical fire extinguishers. The students are instructed in the use of these at the beginning of each session.

SANITATION.

All the water used for drinking purposes at the college come from deep wells from which the surface and quicksand waters have been cased off. There is an especially fine well near the Girls' Dormitory which is one hundred feet deep and furnishes pure soft water from the deep-lying sandstone. This is used in the dining-room. The college has a modern sewerage system, extending half a mile to Richland Creek. Milk is supplied from cows kept in the college dairy. The bread and pastries used are baked in the college bakery. The rooms of the dormitories and Administration Building are thoroughly disinfected during vacation.

GOVERNMENT.

Proper control and guidance of a student body are of such great importance that too much attention cannot be given to them. The principle of government is self-control and self-direction. The plan of developing the good is adopted. This produces the best results in character building. The students who are not amenable to rules of right living and who do not respond to the appeals to a moral life, or who waste the time in idleness will be asked to leave.

Dormitory life places the control of the student body at best advantage for easy direction in conduct, as well as best direction in study. Co-operation from the homes of the students is a necessity. This is earnestly solicited.

Students under the age of fourteen cannot well be cared for in the dormitories and only in exceptional cases can we receive any under that age.

It is of greatest importance that the student be here on the first day of the term.

The student's dress should be simple, not elabo-

rate or faddish. The dormitory student is required to keep his room and its contents in good condition. Student's rooms are subject to inspection by proper authorities at any time.

Young ladies under eighteen residing in Fanny Speed Hall are not permitted to receive calls from young men, except by written request from the parents addressed to the Preceptress. In all cases the administration reserves the privilege of final decision. No parent should undertake to grant to the student with us any permission which might interfere with the school duties but should concede to the administration the right of control while in school.

Due consideration, under proper supervision of the Faculty, is given to the developing social nature of the young people. Indiscriminate mixing of the sexes is not permitted, but frequent social gatherings, under the direction of the Preceptress, are held. These give the student the culture that is demanded today of educated men and women. Our dormitory ideal is the home life of a well-ordered Christian home.

Each student is required to be in attendance at Sunday School and the Sabbath morning preaching service. It is also expected that each student shall attend all religious services held under the direction of the college. The attendance at daily Chapel service is required.

Students are expected to pay for breaking and defacing of property.

The use of tobacco, profanity, and obscene language is positively prohibited, also the reading of trashy literature.

No boarding student will be allowed to room or board off the campus without permission of the President. We are prepared to take care of all who come; as we are responsible for them, we prefer to keep them under our care.

All students must be in their own rooms after 7:00 P.M.

No student is allowed to leave town without permission, and girls must have proper chaperonage.

Any student before quitting the school is required first to notify the President and make a settlement of any unpaid bills.

Union College is not a reformatory institution, but a place for the training of the body, mind, and soul of earnest, studious boys and girls.

Boys known to be unmanageable at home will not be received here, as one bad boy will injure the whole school, and the extra time and strength given to him should be given to good boys and girls.

RELIGIOUS INTERESTS.

Union College is endeavoring to do a class of work which will justify the support of the Methodist Church and Christian people in general as well as other philanthropists who want a specific moral and Christian atmosphere about student life.

To this end the chapel exercises are directed. Forty minutes each school day are spent in whole-hearted singing, scripture reading, prayer, and a pointed address on some vital subject pertaining to character building after the best Christian type. Revivals are also a part of our religious program. All students are urged to become Christians and to unite with some church. This year, 1915-16, nearly every student not previously a Christian was brightly converted.

The young men have their religious organization known as the Boys Conference which meets four evenings each week just after supper for thirty minutes. The young ladies and the teachers in Speed Hall have a weekly prayer meeting.

All students are required to attend Sunday School and Sunday morning preaching services.

BOARDING STUDENT'S OUTFIT.

Boarding students should bring the following articles: Large pillow slips, sheets, pair of blankets, quilt, counterpane, towels, napkins, and covers for

bureau and washstand. The young men will provide for single beds. Young ladies will also bring curtains forty-five inches in length.

DRESS.

Often the problem of dress becomes a source of discontent and annoyance to a boarding school and to patrons. We do not care to adopt uniforms for girls to insure economy and balance if we can get these results otherwise.

Our policy for 1916-17 is to require girls to have coat suits or blouses and skirts for church and school wear. Plain dresses are also desirable for school wear. The wearing of fancy dresses will not be permitted on these occasions, and **at no time will extreme low necks and sleeves above the elbows be allowed.**

WRITING AND SPELLING.

All students above the Grammar School whose writing is not reasonably legible and whose spelling is not fairly good will be required to take special work in these branches until they reach a reasonable efficiency. There will be an extra tuition fee of \$1.00 a month for each. Students will be excused from these classes at the end of any month in which they have reached the required standard.

DROPPING WORK.

After once enrolling in a class the student cannot drop the work except by the consent of the Dean and the teacher in charge.

REFUNDING.

No fees will be refunded.

No tuition will be refunded. But in case of protracted sickness when the student has to drop out of the term's work a non-transferable due bill will be given covering tuition for the time lost.

If private lessons in music or elocution are missed by the fault of the teacher or school, they will be made up or the tuition refunded for the time lost. If the

student fails to report for lessons the College will not be responsible, and there will be no refunding of tuition.

EXAMINATIONS AND GRADES.

Examinations are held at the close of each term and the examination, together with the daily grade constitute the term grade. Grades are reported in letters as follows: A, 95-100; B, 85-94; C, 75-84; D, 70-74; K, means condition; F, failed. No completed course will be marked K. Only a continued course will be marked K when the teacher thinks the student may make up the deficiency before the course is completed. If the student does not make up the deficiency the whole course will be marked F. A grade of F means that the course must be dropped and taken again later. If, for good reason presented to the teacher, the student receiving grade F desires to take another examination, the teacher may give it upon receipt of order for special examination. Only one D each term may be credited toward graduation. Credit toward graduation will not be given on a course not completed, except in certain courses where the work done will justify.

Grade A means **excellent**; grade B, means **good**; grade C, **fair**; grade D, **passed**. Only one D in a term will be counted towards graduation, and if the student is carrying extra work no D grade and only one C grade a term will count towards graduation.

An order for special examination may be obtained at the Office by paying a fee of \$1.00. Examinations other than those set for the class shall be classed "special examinations," and cannot be held except by order for same.

The object of this ruling is two-fold. 1. To assure attendance upon examination. 2. To spare a busy teacher the waste of time.

MAIL.

The College mail carrier will collect all out-going mail from the dormitories and Administration Build-

ing each morning and afternoon and will deliver the in-coming mail likewise. A fee of fifty cents a year will be collected at the Office from each boarding student for this service.

LITERARY SOCIETY.

The students have a most aggressive organization known as The Adelpian Literary Society. The work is of a high class and almost all students are allied with it. It affords great opportunities for acquiring ease in public address and other forms of public entertainment.

The Faculty encourages the society every way possible and it is regarded as one of the most valuable special features of the College.

THE JOSHUA S. TAYLOR SCHOLARSHIPS.

The Rev. Johshua S. Taylor of Middleburg, Ky., left to Union College the sum of \$1,500.00, the income of which is to be used to help men studying for the ministry in the Methodist Episcopal Church. One young man who was helped in this way last year saw nearly 1,000 souls converted under his ministry the following summer.

At the last meeting of the Board of Education it was decided to give this income for tuition only and that it should be known as The Joshua S. Taylor Scholarships. Since ministerial students pay only one-half tuition this fund will furnish on the average of five scholarships each year. Applications for these scholarships should be made to the President.

It is hoped that others interested in perpetuating Christian education will establish scholarships for some kind of students in which they find themselves interested.

ATHLETICS.

Union College believes in athletics and means to encourage that interest by precept and example; but she has come to doubt the wholesomeness of inter-collegiate athletics for herself. We believe that this

will meet the approval of our patrons and assure better results to the students. Our baseball park, tennis courts, and basket ball grounds are the scenes of many lively and generously played games among ourselves. We have seen it tried, and it works.

COLLEGE OF LIBERAL ARTS AND SCIENCE.

Admission.

Graduates from our Academy, and from accredited High Schools and Academies, will be admitted to the Freshman class.

Fifteen units of High School work are required for entrance to the Freshman year of the College. A subject pursued daily with forty-five minute recitations, or four days a week with one hour recitations for a school year of at least thirty-six weeks constitute a "unit." Some of the units are required and others elective as follows:

REQUIRED.

Algebra	1½
Geometry	1
English	3
Latin	3 or
Latin 2 and German..	2
Science	1
History	1

ELECTIVES.

Solid Geometry	½
Physics	1
Physical Geography.....	½
Botany	½ or 1
Zoology	½ or 1
History	1
German	2
Physiology	½
Chemistry	1
General Science	½
Greek	2
English Bible	½ to 2
Bookkeeping	1
Domestic Science	1
Manual Training	1
Mechanical Drawing	1
Economics	½
Psychology	½
Music	1 or 2
Expression	½ or 1

REQUIRED.

ENGLISH COMPOSITION AND RHETORIC.—One unit. Every applicant must be able to write clear and correct English, and no applicant will be accepted in English whose work is seriously defective in spelling, punctuation,

grammar and paragraph structure. The proper preparation for this part of the requirement is practice in composition through the four preparatory years, with correction of themes by the teacher and revision by the pupil. Subjects for themes should be taken from the books prescribed for general reading below, and also from the pupil's observation and experience. Practice should be afforded in writing narration, description, exposition and argumentation. Applicants should be familiar with those principles of Rhetoric which are most helpful in elementary composition: viz., The principles of sentence structure, outlining, paragraphs and choice of words. The amount and kind of work required is indicated in Lockwood and Emerson's *Composition and Rhetoric*. Hill's *Rhetoric* or Brooks' *English Composition and Rhetoric*.

ENGLISH CLASSICS. (a)—For reading and Practice. One unit. The applicant is expected to give evidence of a general knowledge of the subject matter and to answer simple questions on the lives of the authors.

The books set for this part of the entrance requirements in 1916 will be:—

GROUP 1.—Classics in Translation. Two to be selected. The Old Testament, comprising at least the chief narrative episodes in Genesis, Exodus, Joshua, Judges, Samuel, Kings, and Daniel, together with the books of Ruth and Esther; Homer's *Odyssey*, with the omission, if desired, of Books I, II, III, IV, V, XV, XVI, XVII; Homer's *Iliad*, with the omission, if desired, of Books XI, XIII, XIV, XV, XVII, XXI; Virgil's *Aeneid*, The *Odyssey*, *Iliad* and *Aeneid* should be read in English translations of recognized literary excellence. For any selection from this group a selection from any other group may be substituted.

GROUP 2.—Shakespeare. Two to be selected.

Shakespeare's: "Midsummer-Night's Dream," "Merchant of Venice," "As You Like It," "Twelfth Night," "The Tempest," "Romeo and Juliet," "King John," "Richard II," "Richard III," "Henry V," "Coriolanus," "Julius Caesar," "Macbeth," "Hamlet."

N. B.—The last three only, if, not chosen for study.

GROUP 3.—Prose Fiction. Two to be selected.

Malory's "Morte d'Arthur," Bunyan's *Pilgrim's Progress*, Part I, "Swift's "Gulliver's Travels," (Voyages to Lilliput and to Brobdingnag); Defoe's "Robinson Crusoe, Part I," Goldsmith's "Vicar of Wakefield," Frances Burney's "Evelina," Scott's Novels, any one; Jane Austen's Novels, any one; either Maria Edgeworth's "Castle Rackrent," or "The Absentee;" Dicken's Novels, any one: Mrs. Gaskell's "Cranford," either Kingsley's "Westward Ho!" or "Hereward the Wake;" Reade's "The Cloister and the

Hearth;" Blackmore's "Lorna Doone;" Hughes' "Tom Brown's Schooldays;" either Stephenson's "Treasure Island," or "Kidnapped," or "The Master of Ballantrae;" Cooper's Novels, any one; Poe's "Selected Tales;" either Hawthorne's "The House of Seven Gables," or "Twice Told Tales," or "Mosses from an Old Manse." A collection of short stories by various standard writers.

GROUP 4.—Essays, Biography, etc. To be selected.

Either the "Sir Roger de Coverley Papers," or "Selections from the Tatler and The Spectator," (about 200 pages;) "Boswell's Selections from the Life of Johnson" (about 200 pages); "Franklin's Autobiography; either "Irving's Selections from the Sketch Book," (about 200 pages), or "The Life of Goldsmith;" "Southey's Life of Nelson;" "Lamb's Selections from the Essay of Elia," (about 100 pages); "Lockhart's Selections from the Life of Scott," (about 200 pages); "Thackeray's Lectures on Swift, Addison and Steele in the English Humorists;" Macaulay; one of the following essays: "Lord Olive," "Warren Hastings," "Milton," "Addison," "Goldsmith," "Frederic the Great," or "Madame d'Arbley," Trevelyan's "Selections from Life of Macaulay, (about 200 pages); (about 150 pages); "Dana's Two Years Before the Mast," "Lincoln's Selections," including at least two Inaugurals, the "Speeches in Independence Hall and at Gettysburg," the "Last Public Address," and "Letter to Horace Greeley," together with a brief memoir or estimate of Lincoln; Parkman's "The Oregon Trail;" Thoreau's "Walden," Lowell's "Selected Essays," (about 150 pages); Holmes, "The Autocrat of the Breakfast Table;" Stevenson's "Inland Voyage, and Travels with a Donkey;" Huxley's "Autobiography and Selections from Lay Sermons," including the address on "Improving Natural Knowledge," "A Liberal Education," and "A Piece of Chalk;" a collection of Essays by Bacon, Lamb, DeQuincey, Hablitt, Emerson and later writers; a collection of letters by various humorist writers.

GROUP 5.—Poetry Two to be selected.

Palgrave's "Golden Treasury" (First Series); Books II and III, with special attention to Dryden, Collins, Cowper, Gray, and Burns; Palgrave's "Golden Treasury" (First Series), Book IV, with special attention to Wordsworth, Keats, and Shelley (if not chosen for study); Goldsmith's "The Traveler, and the Deserted Village;" Pope's "The Rape of the Lock;" a collection of English and Scottish Ballads, "The Battle of Otterburn," "King Estmere," "Young Beichan," "Bewick and Grahame," "Sir Patrick Spens," and a selection from later ballads; Coleridge's "The Ancient Mariner, Christabel and Kubla Khan;"

Byron's "Childe Harold," "Canto III or IV," and the "Prisoner of Chillon;" either Scott's "The Lady of The Lake or Marmon;" Macaulay's, "The Lays of Ancient Rome," "The Battle of Naseby," "The Armada," "Ivry;" either Tennyson's "The Princess," or "Gareth and Lynette," "Lancelot and Elaine," and "The Lost Leader," "How They Brought The Good News from Ghent to Aix," "Home Thoughts from Abroad," "Home Thoughts from the Sea," "Incident of the French Camp," "Herve Riel," "Pheidippides," "My Last Duchess," "Up at a Villa—Down in the City," "The Italian in England," "The Patriot," "De Gustibus—," "The Pied Piper," "Instans Tyrannus;" Arnold's "Sohrab and Rustum," and "The Foresaken Merman;" Selections from American Poetry, with special attention to Poe, Lowell, Longfellow, and Whittier.

(B) INTENSIVE STUDY.

Preparation for this part of the work includes thorough study for each of the works named below; a knowledge of the subject matter, form, and structure. The books set for entrance requirements in 1916, will be:

GROUP 1—Drama. One to be selected.

Shakespeare's "Julius Caesar," "Macbeth," Hamlet."

GROUP 2.—One to be selected.

Milton's "L'Allegro," "Il Penseroso," and either "Comus" or "Lycidas;" Tennyson's "The Coming of Arthur," "The Holy Grail," and the "Passing of Arthur," The selections from Wordsworth, Keats and Shelley in Book IV of Palgrave's "Golden Treasury" (First Series).

GROUP 3.—Oratory. One to be selected.

Burke's "Speech on Conciliation with America;" Macaulay's "Two Speeches on Copyright," and "Lincoln's "Speech at Cooper Union;" "Washington's Farewell Address," and Webster's "First Bunker Hill Oration."

GROUP 5.—Essays. One to be selected.

Carlyle's "Essay on Burns," with a selection from Burns' Poems; Macaulay's "Life of Johnson;" Emerson's "Essays on Manners."

ALGEBRA.—The equivalent of Mathematics I and IV.

GEOMETRY.—The equivalent of Mathematics II and IV.

LATIN.—The equivalent of Latin I, II and III.

HISTORY.—History I, or an equivalent in General History.

The required unit in Science will be Botany, Physics or Chemistry.

BOTANY.—One unit. This course should be both

technical and practical, and include a microscopic study of the cells and tissues of the plant, including root, stem and leaves, lectures, field and laboratory work on algae, mosses, ferns, gymnosperms and cryptogamous plants taken up in the Spring Term. Bergen's Essentials in Botany, or a similar text, indicates the ground to be covered.

PHYSICS.—One unit. The equivalent of the work in Millikan and Gale's First Course in Physics. Laboratory note book should be presented.

CHEMISTRY.—One unit. An introduction of general chemistry. The student should be familiar with the common elements and inorganic compounds and in an elementary way with the theory of chemistry. The instruction must include both text-books and laboratory work and extend over a period of one year. Note books must be presented.

ELECTIVES.

GREEK.—First unit. White's First Lessons in Greek or First Greek Book, or, an equivalent. The reading and translation of the first six chapters of Xenophon's Anabasis. Special attention should be given to pronunciation, accent, inflection, and the general essentials of grammar.

GREEK.—Second unit. Goodwin's or Hadley and Allen's Greek Grammar; any standard edition of Xenophon's Anabasis; Sones' Greek Composition, or Sidgwick's Greek Writer. Systematic and thorough study of Greek grammar; special drill in syntax; the translation of books I, II, III, and IV of the Anabasis; thorough drill in Greek Composition; history of the period in which Xenophon lived.

GERMAN.—Two units. A thorough knowledge of the rudiments of German grammar; ability to read prose or poetry of moderate difficulty; ability to translate simple English sentences into German; the reading of at least three hundred pages of prose; translation of matter based on the text read; memorizing of selected poems, practice in writing and speaking German.

HISTORY.—One unit. A year of High School work in English History, American History and Civics, or Mediaval and Modern History.

SCIENCE.—One unit. Another of the Sciences already mentioned, or Physiography one-half unit and General Science one-half unit. The time spent and the amount of field work and experiments done will determine the amount of credit. Text such as Hopkin's, Dryer's, Davis' or Tarr's.

PHYSIOLOGY.—One-half unit. The equivalent of Martin's Human Body. (Briefer course).

ENGLISH BIBLE.—One-half to two units. Work presented from standard Bible schools will be accredited on proper basis.

SOLID GEOMETRY.—One-half unit. The work of some standard text.

ECONOMICS.—One-half unit. The practical study of some text like Laughlin's Political Economy.

PSYCHOLOGY.—One-half unit. A half year's work completing a text like Halleck's Psychology and Psychic Culture.

BOOKKEEPING.—Mechanical Drawings, Manual Training, Domestic Art or Science, and Successful Teaching Experience may be credited as electives, one-half unit or one unit each, according to the grade and amount of work done.

MUSIC.—One or two units. See Music Department.

CONDITIONED STUDENTS.

Students who are conditioned on entrance work will take studies in the Academy to remove such conditions, but may also take such studies in the Freshman year of the College as time and previous work will admit. However, if a student who has the required English, Mathematics and Latin thinks he has a good reason why he should leave some conditioned work behind for a time he may take the question up with the Dean, but in no case may the conditioned work be left later than the Junior year of his College course.

ADMISSION TO SPECIAL STUDENTS.

Students who desire to pursue special lines of work, and who do not intend to become candidates for graduation, will be admitted to the Academy, College of Liberal Arts, or Theological course on the following conditions:

1. The regular entrance requirements must be satisfied. But applicants who are not less than twenty-one years of age, after obtaining credit for elementary or "grade" work, and for such other subjects as may be necessary to qualify them for the classes they wish to enter, may, on the presentation of satisfactory rea-

sons be admitted by the action of the Committee on Standing and Graduation to any class in these departments; provided, that if any student who has been admitted on these conditions afterwards becomes a candidate for a degree, he shall take the omitted examination at least one academic year before the degree is conferred.

2. Before entering the College, students desiring to pursue special work are required to lay before the said committee for approval or modification, a written statement of the end they have in view, the studies proposed for the attainment of that end and the probable period of attendance. Such students will be held as strictly to their accepted schemes of work as are the regular undergraduates to their courses of study.

3. Permission to enter as special undergraduates will be refused to all who fail to give satisfactory evidence of definiteness of purpose, and will be withdrawn whenever the conditions on which it was granted cease to exist.

4. All students whose English shows a marked deficiency will be required to take such courses in English as seem best suited to the student's need.

COURSE OF STUDY.

Union College has been running for a time as an A Grade Academy, but the College Courses proper will now be added a year at a time beginning this year, 1916-17. We write up two years work, or that of a Junior College. However, we expect to add the other two years before our students get to them. When the full four years of College work is written up the courses will be grouped so as to give major work in Classics, Science, Philosophy, and Literature. Even the College Freshman should choose his foreign language in keeping with his future major. The Faculty is always ready to help in matters of this kind.

GRADUATION AND DEGREES.

The College Courses leading to the Bachelor's De-

gree are based upon four years work of 16 hours a week throughout. Certain requirements of all students as to amount of English, Mathematics, Foreign Language, Science and Philosophy will be stated in due time. The first two years presented in this number largely cover those points. The full requirements for major work will be presented with the Junior and Senior years.

ELECTIVE WORK.

Every subject in any regular course will be taught as scheduled, however few demands there may be in that course for that subject; but all electives, either as required work in some other course or as required work in no regular course, must have at least five students before the formation of such a class will be obligatory upon the institution. But if deemed expedient by the President and Professor in charge of the course, a class may be formed for any number whatsoever.

Any course in the regular College courses may be elected by students in whose regular course it does not appear, but credit will not be given on a new language for less than twelve hours.

Students who present for entrance, work that is required in the College will have the privilege of electing that much more of their College Course.

ADVANCED STANDING.

Advanced standing will be given students who present work done at other institutions of like grade. Work done at institutions on the Semester plan will be accredited at proper ratio. No student should expect to receive full credit for work done at institutions not having equal entrance requirements. Enough to satisfy the entrance requirements will be deducted and the remainder will be accredited.

CURRICULUM.

College.

FALL TERM

WINTER TERM

SPRING TERM

English V. (3)	English V. (3)	English V. (3)
Mathematics V. (4)	Mathematics V. (4)	Mathematics V. (4)
Foreign Lang'ge (4)	Foreign Lang'ge (4)	Foreign Lang'ge (4)
*Science (4)	*Science (4)	*Science (4)
Bible (1)	Bible (1)	Bible (1)

Sophomore.

English VI. (4)	English VI. (4)	English VI. (4)
Foreign Lang'ge (4)	Foreign Lang'ge (4)	Foreign Lang'ge (4)
Bible (1)	Bible (1)	Bible (1)
**Electives (7)	**Electives (7)	**Electives (7)

*If there is a good reason for a student's taking two foreign languages in the Freshman year the Science may be postponed until the Sophomore year.

**When the major subject has been chosen, and that should be done at the beginning of the Sophomore year, the electives in the Sophomore year will doubtless be reduced by the major requirements.

ACADEMY.

Purpose.

The Academy is designed to prepare students for colleges or technical schools; to give elective work to theological students pursuing certificate courses; to give advanced work to grade teachers, and to broaden the education of those taking up business and home life.

Scope of Instruction.

The Academic course is four years in length and covers a regular High School course. It is taught by the College teachers in the same class room and with the same facilities as the College courses. The course is uniform for the first two years.

The electives make it possible for a student to choose his course in part and to prepare for a classical, scientific or vocational life as he sees fit.

Our Academy is in Class A of the accredited list

of secondary schools of the Association of Kentucky Colleges. This means that our graduates receive full Freshman rank, without examination, at any College belonging to this Association. Sixteen units are required for graduation.

Entrance.

Those finishing the Grammar School and those presenting a Common School Diploma, or a certificate of promotion from a good Graded School or High School, or a teacher's license will be admitted to the Academy without examination. A statement from the principal of a private school may or may not be accepted. Those who have completed the grade work except a few branches may take enough in the Academy to make a full course, provided they are prepared to take the Academic work. Other applicants will be subject to examination in the Common School branches.

Students will be kept, as nearly as possible, regular in the course.

Advanced Standing.

Advanced standing will be given students presenting credits from good secondary schools and to students passing examinations on work done for which credits are not presented.

Graduation.

An Academic Diploma will be granted students completing the Academic course. Students completing the course except one subject for one year or equivalent will be graduated with their class on one of two conditions as follows:

1. To receive the diploma with the condition written on it.
2. To return and finish the subject the Freshman Collegiate year and receive the diploma when the work is finished.

ACADEMY CURRICULUM.

Freshman.

FALL TERM		WINTER TERM		SPRING TERM	
English I.	(5)	English I.	(5)	English I.	(5)
Latin I.	(5)	Latin I.	(5)	Latin I.	(5)
Science I.	(4)	Science I.	(4)	Science I.	(4)
Mathematics I.	(5)	Mathematics I.	(5)	Mathematics I.	(5)
Bible	(1)	Bible	(1)	Bible	(1)

Sophomore.

English II.	(4)	English II.	(4)	English II.	(4)
Latin II.	(5)	Latin II.	(5)	Latin II.	(5)
Mathemat's II.	(5)	Mathemat's II.	(5)	Mathemat's II.	(5)
History I.	(5)	History I.	(5)	History I.	(5)
Bible	(1)	Bible	(1)	Bible	(1)

Junior.

English III.	(4)	English III.	(4)	English III.	(4)
Lat. III or Ger. I	(5)	Lat. III or Ger. I	(5)	Lat. III or Ger. I	(5)
Mathemat's III.	(5)	Mathemat's III.	(5)	Mathemat's III.	(5)
Bible	(1)	Bible	(1)	Bible	(1)
*Elective	(5)	*Elective	(5)	*Elective	(5)

Senior.

English IV.	(4)	English IV.	(4)	English IV.	(4)
Lat. IV or Ger. II	(5)	Lat. IV or Ger. II	(5)	Lat. IV or Ger. II	(5)
Science III.	(5)	Science III.	(5)	Science III.	(5)
Bible	(1)	Bible	(1)	Bible	(1)
**Elective	(5)	**Elective	(5)	**Elective	(5)

*On unit chosen from Latin III, German I., History II, Physiology, Music or Expression.

**One unit chosen from Latin IV, German II, History II, Economics and Psychology, Physiology, Music or Expression. In electing a special like Music or Expression, tuition is extra.

THEOLOGICAL DEPARTMENT.

Purpose.

This is not supposed to be a theological seminary course, but it is offered as a training which will meet the needs of the man or woman who wants some help in Christian work before going to a theological seminary. Also, there are thousands of efficient workers who cannot and who never hope to get a complete College training. Again, a course in a System of Chris-

tian Doctrine is as valuable as a mind and character builder as almost any college course one could take.

The Theological Course as a whole is designed for a certain class of mature people who feel that they are called to special Christian work, but do not have time to take up the mathematics and foreign languages of a regular High School Course.

Admission.

This course is open to a certain class of mature people who have finished at least the Common School and who have a purpose to do special Christian work.

Scope.

The work in this course is chosen for its adaptability to immediate and practical use, and covers three years. Those finishing this work will be graduated with a certificate for the course.

THEOLOGICAL COURSE.

First Year.

FALL TERM		WINTER TERM		SPRING TERM	
English I.	(5)	English I.	(5)	English I.	(5)
Science I.	(4)	Science I.	(4)	Science I.	(4)
History I.	(5)	History I.	(5)	History I.	(5)
Theology I.	(3)	Theology I.	(3)	Theology I.	(3)
Bible	(1) or (2)	Bible	(1) or (2)	Bible	(1) or (2)

Second Year.

English II.	(4)	English II.	(4)	English II.	(4)
English III.	(4)	English III.	(4)	English III.	(4)
History II.	(5)	History II.	(5)	History II.	(5)
Theology II.	(2)	Theology II.	(2)	Theology II.	(2)
Expression	(2)	Expression	(2)	Expression	(2)
Bible	(1) or (2)	Bible	(1) or (2)	Bible	(1) or (2)

Senior Year.

English IV.	(4)	English IV.	(4)	English IV.	(4)
Economics I.	(5)	Economics I.	(5)	Economics I.	(5)
Theology III.	(4)	Theology III.	(4)	Theology III.	(4)
Expression	(2)	Expression	(2)	Expression	(2)
Bible	(1) or (2)	Bible	(1) or (2)	Bible	(1) or (2)

ENGLISH.

The aim of this department is to give the student

such thorough instruction in the writing of English as will make his language the instrument for the easy, idiomatic, and energetic expression of his thought; to train him, both by theory and by practice, for natural and effective public address; to acquaint him with the essential facts in the development of the English language and literature, and with the great authors who have created that literature; and, finally, to render him sensitive to the literary and aesthetic value of life. Vigorous and painstaking habits of scholarship are constantly inculcated; but the student is never allowed to forget that literature is vital—that it draws its subject-matter and its inspiration from life, and in turn transmutes the crude and imperfect forms of life into beauty and character.

ACADEMY.

ENGLISH I. a—Grammar. A general review of English Grammar with special attention to infinitives, participles, relatives and sentence structure. Sufficient parsing, diagraming, and analysis will be given to familiarize the student with these phases of grammar.

The work is of a high class and is designed to give a thorough foundation for the courses which follow:

Fall Term—Five Hours a Week.

ENGLISH I. b—Composition. In this course Brook's English Composition Book I is begun and continued as far as Correctness page 110. Oral compositions are required in the beginning and as the student becomes accustomed to expressing his own thought orally, the more difficult written composition is required.

The text is recited very little but is used as a basis for discussion between teacher and student. The student's mastery of the principles is judged by his ability to use them in his compositions.

Winter and Spring Terms—Three Hours a Week.

ENGLISH I. c—Literature. Study of the College Entrance Requirements in English as fixed by the National Educational Association is begun. The purpose of the study of the classics in this academy is first of all to instill a love of good literature and to give the student discriminating taste. Due attention is given to the author's life and literary work. Some memory work of gems of thought is required from time to time. Debates, moderni-

zations, book reviews, themes, etc., in connection with this course are required at the discretion of the instructor in charge. Reading of *Sketch Book*, *Pilgrim's Progress*, and *Ancient Mariner*.

Winter and Spring Terms—Two Hours a Week.

ENGLISH II. a—Continuance of Brook's English Composition, Book I, beginning with *Correctness*, page 110. Careful study of punctuation and figures of speech. Introduction to the study of description, exposition and argument. Careful study of letter writing. Introduction to study of versification. Some study of spelling, and exercises in the use of the dictionary.

Fall, Winter and Spring Terms—Two Hours a Week.

ENGLISH II. b—Continued study of entrance requirements. Study of "As You Like It," "Marmion," and "David Copperfield."

Fall, Winter and Spring Terms—Two Hours a Week.

ENGLISH III. a—Brook's English Composition, Book II to page 198. Intensive study of Narration, Description and Exposition.

Fall, Winter, and Spring Terms—Two Hours a Week.

ENGLISH III. b—Literature. Continued study of entrance requirements. Selections from American Poetry, "Ruskin's," "Sesame" and "Lillies" and "Macbeth."

Fall, Winter and Spring Terms—Two Hours a Week.

ENGLISH IV. a—Study of Brook's Composition Book II concluded—pages 198-313. Intensive study of argument. Introduction to Parliamentary law. Debates and parliamentary drills required. Study of poetic forms.

Fall, Winter, and Spring Terms—Two Hours a Week.

ENGLISH IV. b—Literature.—Study of entrance requirements completed. Careful study of the forms, structure, and subject matter of "Hamlet." Selections from "Tennyson's Idylls," Emerson's "Essay on Manners," Washington's "Farewell Address," and Webster's "First Bunker Hill Oration."

Fall, Winter and Spring Terms—Two Hours a Week.

COLLEGE.

ENGLISH V.—Composition. The chief purpose of this course is to train the student in the use of easy, idiomatic English. It is believed that successful instruction in Rhetoric depends not so much upon precept as example and practice; so the student is encouraged to write freely upon subjects that appeal to him, and that spring naturally from

the interests and activities of his daily life. The instructor corrects each paper in detail, and makes appointments with each student for private consultation as he sees fit. The instruction is made extremely flexible, and freshness and variety of methods are constantly sought. Required of all Freshman.

Three hours a week throughout the year.

ENGLISH VI.—Literature.....This course is fundamental to English literature studies and gives a general scope with specific interests in the characteristic and best of all periods. Assigned reading, lectures, class discussion and note books. Texts—Long's English Literature; and Manley's "English Prose," and "English Poetry."

Four hours throughout the year.

MATHEMATICS.

Academy.

MATHEMATICS I.—Algebra. This course includes factoring, common divisors and multiplies, fractions, simple equations, of one or more quantities, involution, evolution, theory of exponents, radicals and equations involving radicals. Text Wentworth and Smith.

Five hours throughout the year.

MATHEMATICS II.—Plane Geometry. Much attention is given to the solution of original problems, in order to train the student in logical habits of thinking, and to discourage the memorizing of propositions. Text—Wentworth and Smith.

Five Hours throughout the Year.

MATHEMATICS III.—Solid Geometry. The practical applications of principles learned is emphasized in this branch of mathematics as well as in the others. Thorough drill is continued. Text—Wentworth and Smith.

Five Hours, Fall Term.

MATHEMATICS IV.—Algebra. A review of previous work and a thorough study of radicals, quadratic equations with one or two unknown quantities, ratio and proportion, progressions and binomial theorems. Text—Wentworth.

Five Hours, Winter and Spring Terms.

MATHEMATICS V.—Plane and Spherical Trigonometry. An attempt is made to lay the foundation for further successful mathematical study. An introductory account of the theory of logarithms and preliminary practice of the use of logarithmic tables will be followed by a study of the theory of trigonometric functions and by application

of the theory to the solution of the right and oblique plane triangle and of right and oblique spherical triangles, Text, Wentworth and Smith Spherical Trigonometry.

Four hours first half year.

MATHEMATICS VI.—Algebra This course presupposes a thorough knowledge of elementary algebra. Chief topics—progressions, logarithms, variables and limits, permutations and combinations, determinants, general properties of equations, and complex numbers. Text—Wentworth's College Algebra.

Four hours second half year.

LATIN. ACADEMY.

LATIN I.—The Roman pronunciation is taught, and special care is taken from the first lesson to have every word properly accented. Derivations and review of declensions and conjugations up to the place reached is a special feature of recitation from time to time. The more common rules of syntax are mastered and sentence structure is studied in connection with translation of English into Latin.

Five hours a week throughout the year.

LATIN II.—Caesar's Gallic Wars are studied with due emphasis placed upon pronunciation, syntax, sentence structure, indirect discourse, and the history of wars and the Gallic people. A literal translation is first given, then a free translation. The military tactics and the formation of the armies of both the Romans and their Gallic and British foes, and especially their customs are topics of continued interest. Pearson's Latin Composition once a week, and the first four books of Caesar completed.

Five hours a week throughout the year.

LATIN III.—The four orations against Catiline, Poet Archias, and one other of Cicero's short orations. The literary value is brought out as well as the translations and constructions. Pearson's Latin Composition.

Five hours a week throughout the year.

LATIN IV.—Virgil's Aeneid, Books I-IV. are read for the translation, story, mythology, scansion, and literary merit.

Five hours a week throughout the year.

College.

LATIN V. a—Cicero's De Senectute and De Amicitia. Prose Composition.

Four Hours, Fall Term.

LATIN V. b.—Livy, Books XXI and XXII.
Four Hours, Winter Term.

LATIN V. c.—Tacitus' Germania and Agricola.
Four Hours a week, Spring Term.

LATIN IV. a.—Horace's Odes and Epodes.
Fall Term, Three Hours a Week.

LATIN VI. b.—Terence, selected plays.
Winter Term, Three Hours a Week.

LATIN VI. c.—Juvenal's Satires.
Spring Term, Three Hours a Week.

GREEK.

Since but few secondary schools teach Greek it is regarded impractical to require it for entrance, even to the Classical Course. Hence the study of Greek is begun in the College Course.

GREEK I.—White's first Greek Book is the text used. Pronunciation and accent are carefully taught from the first. Inflections derivations, sentence structure, accurate translation of both Greek and English, conditional sentences, indirect discourse, and the more common rules of syntax.

Xenophon's Anabasis, Book I, is read with view to getting story, customs, military tactics, formation of armies, literal and free translations, drill in syntax and sentence structure. Pearson's Greek Prose Composition once a week.

Four hours a Week Throughout the Year.

GREEK II.—Xenophon's Anabasis, Book II-IV. Pearson's Greek Prose Composition once a week. Course pursued as Greek I. Homer's Illiad, Books I-III. are read with stress on versification, mythology, Homeric form, and literary merit among epics.

Four hours a Week Throughout the Year.

GERMAN.

Academy.

GERMAN I. a.—This course embraces a thorough study of pronunciation, forms, and all the elements of German Grammar; the accurate reading of easy prose without translation; and some proficiency in writing and speaking German. German script is used from the beginning. Frequent sight-reading and memory work; also the singing of some of the national and popular hymns in German. Text, Kayser and Montesser's Foundations of German,

"Herein," "Immense," and similar classics. Thomas's German Grammar started.

Five hours throughout the year.

GERMAN II. a.—More difficult classics are taken up including the reading of Goethe's "Hermann and Dorothea." and Schiller's Wilhelm Tell. Wesselhoeft's German Composition and Thomas's German Grammar.

Five hours throughout the year.

College.

GERMAN I. b.—This course is designed for College students who did not offer German for entrance. It embraces a thorough grounding in the fundamentals of German Grammar and the reading of easy prose.

Four hours throughout the year.

GERMAN II. b.—This is an intermediate course for students who present only one unit in German or those who still lack ability to read moderate prose readily and who need the same grade of prose composition or further grounding in grammar.

Four hours throughout the year.

GERMAN III.—This is largely a reading course embracing some of the classics of Schiller, Lessing, Goethe, and others. Some time is given to Jagemann's Prose Composition.

FRENCH.

College.

FRENCH I.—Fraser and Squair's Grammar with copious exercises in composition, drill in pronunciation, and the reading of easy prose. In this course it is proposed to give the student the essentials of grammar and the ability to read prose readily.

Four hours throughout the year.

FRENCH II.—The French Grammar is completed and more advance composition is studied. The reading of numerous prose authors of the nineteenth century such as George Sand, Balzac, Daudet, Zola, Bourget, Merimee, and Dumas.

Three hours throughout the year.

NATURAL SCIENCE.

Academy.

SCIENCE I. a.—General Science.—This course aims to furnish an introduction to the scientific study of the ele-

mentary sciences. The topics considered are those of general significance, as AIR—characteristics, temperature changes and seasons, humidity, structure and composition. WATER—different states, pressure, commercial relations, supply, etc. WORK and ENERGY—Earth Crust—natural forces, physical structure of soil, irrigation, erosion. LIFE UPON EARTH—plant life, food supply. Simple experiments worked by the student. Text, Caldwell and Eikenberry.

Four hours, fall term.

SCIENCE I. b.—Botany.—The study of plants as living organisms with special regard to functions, structure and relation to environment. A careful study of the entire plant is made in the laboratory including microscopic work. Each student is required to collect, press and neatly mount twenty-five flowers. Text, Coulter's Plant Life and Plant Uses and Hughes Practical Experiments.

Four hours, winter and spring term..

SCIENCE II.—Physiology.—This is a course in human physiology, personal hygiene, and public sanitation. Practical matters of health and prevention of diseases have an important place in this course. An effort is made to impress the student with the necessity of hygienic living. Our excellent laboratory equipment in this branch adds to the interest and value of the subject. Text, Blaisdell's Life and Health. Supplementary reading in Pyle's Personal Hygiene and Tolman's Hygiene for the Worker is required.

Five hours, fall term.

SCIENCE III.—Elementary Physics.—This course extends throughout the year. Class work three hours and laboratory work four hours per week. Students are required to perform forty experiments which are submitted to the instructor for criticism. A study is made of mechanics, work, heat, magnetism, static electricity, sound and light. Text, Millikan and Gale, and Manual.

Five hours throughout the year.

College.

SCIENCE IV. General Physics.—This course is planned for those who have not had the elementary physics. It is accompanied by systematic laboratory experiments. Required of all candidates who do not offer one unit of physics for entrance. Practical and theoretical courses in mechanics, heat, magnetism, electricity, sound and light.

Four hours throughout the year.

SCIENCE V.—General Inorganic Chemistry.—This

course includes lectures, recitation and laboratory work. The metals and metalloids together with their more important compounds are studied. The metals or base forming elements are given special attention. In the laboratory the student becomes familiar with apparatus and methods of work. More elaborate experiments to illustrate lectures are performed by the instructor. Two hours in class and four in laboratory weekly to count as four hour course. Qualitative analysis in spring term.

Four hours throughout the year.

SCIENCE IV.—General Zoology.—Types of the main groups of animals are studied with regard to structure, development, and relation to environment. Laboratory work will be on animals selected from the following list: Amoeba, paramoecium, vorticella, stentor, sponge, hydra, hydroids, planarians, thread worms, earth worms, nereis, leech, starfish, sea-urchin, snail, clam, squid, crawfish, centipede, grasshopper, beetle and frog. Lectures and collateral reading. Two two-hour laboratory periods a week.

Four hours throughout the year.

HISTORY.

Academy.

HISTORY I—A general survey of the rise and fall of nations, invasions, and contributions to civilization, with a special study of Grecian and Roman History. The subject is pursued in a comparative way and written work on important topics is required from time to time. Some good text in Ancient History will be used with collateral reading.

Five hours a week—Fall, Winter and Spring Terms.

HISTORY II.—European History from the fall of Rome to the present. Special emphasis is given to the study of the Dark Ages as a background for modern civilization. The Reformation is studied carefully in the light of contemporary inventions, philosophy and literature. The important steps in the development of constitutional government. A text book in Mediaeval and Modern History with collateral reading and special references. Written themes and map work.

Five hours a week—Fall, Winter and Spring Terms.

ECONOMICS AND PSYCHOLOGY.

Academy and Normal.

It is deemed valuable that every man and woman

have a course in Economics and Psychology. We offer these to Academy seniors, Theological students, advanced Normal students and to certain College students who may need these courses.

ECONOMICS I.—This course is designed to give students an introduction to the practical economic problems of our busy day. Laughlin's Political Economy is used as a basis for recitation and discussion.

Five hours—Fall term.

PSYCHOLOGY I.—This course is introductory, but fundamental, practical and thorough. Text book, Lectures and Discussions. The course will be adapted to practical and professional life. With special emphasis upon education and teaching.

Five hours a week—Winter and Spring Terms.

BIBLE AND THEOLOGY.

A fair knowledge of the Bible is expected of every citizen of a Christian nation; but it is humiliating to see how little is known of this the greatest of books by the average man. A skeptical professor in one of the great American universities after having failed to get an intelligible answer on some point of simple Biblical history indignantly remarked that any man who did not wish to be regarded as a fool should have a fair knowledge of the Bible. It is fundamental to strong Christian character, and church schools should certainly give every student some good courses.

The work in Theology is designed especially for ministerial students but any student will find these courses of real benefit in a general as well as in a specific way. The grounding of belief is a great and steady asset in living a consistent and forceful life.

BIBLE I.—Old Testament History.—This course gives a general knowledge of the geography and history of the Hebrew people, embracing the forms of government, the economic, social, moral and religious developments. The Bible is read for its own story together with a good text on Old Testament History. Designed for Academy students first and second years.

One hour.

BIBLE II.—New Testament History.—This course deals with the early history of the Christian Church and its ideals and work as recorded in the synoptic Gospels and The Acts. A general text is used as an organizing basis. Designed for Academy students, third and fourth years.

One hour.

BIBLE III.—Old Testament Prophets.—Their times, the needs of the people, their spirit, and their message. Designed for College students only.

One hour throughout the year.

BIBLE IV.—Pauline Epistles.—The social, devotional, ecclesiastical, philosophic and doctrinal problems of the early Christian church. Paul's Epistles largely constitute the matter for study. Open to College students only.

One hour throughout the year.

THEOLOGY I.—This is an introductory course for students who have had but little training in Bible study and practical experience. The course starts with Binny's Compend of Doctrine and is followed by some of the standards, such as Wesley's Christian Perfection, Walker's Philosophy of the Plan of Salvation.

Three hours a week throughout the year.

THEOLOGY II.—Homiletics.—This course is practical but will be made as literary as possible. A careful study of sermonizing, making of outlines, writing of briefs and sermons. Lectures by the instructor and some good text, such as Broadus, Kern or Pattison.

Two hours a week throughout the year.

THEOLOGY III.—The first part of the course will be careful study of Theism as a fundamental to Christian philosophy. When the fundamental is well established the course will proceed to build up a well constructed system of Christian Doctrine. The basis for this course will be Sheldon's System of Christian Doctrine, with lectures and discussions.

Four hours a week throughout the year.

NORMAL SCHOOL.

Professor Dan M. Humfleet, Principal.

This department is devoted to the education of young men and women who desire to teach in the public schools of our country.

More than 80 per cent of the students of this department, who took the county examination this year,

made certificates. This unusual record is sufficient evidence of the fact that Union College Normal stands second to none as a school in which to prepare for examinations.

Three course are offered:

- (1) County Certificate Course,
- (2) State Certificate Course,
- (3) High School Course for Teachers.

SCHEDULE OF STUDY FOR COUNTY CERTIFICATES.

Arithmetic, Grammar, Composition, Rhetoric, Geography, Kentucky History, United States History, Physiology, Reading, Writing, Spelling, Civics, Methods, Theory and Practice.

SCHEDULE OF STUDIES FOR STATE CERTIFICATES.

English and American Literature, Algebra, Higher Arithmetic, Psychology, Pedagogy, and a review of the common branches.

THE HIGH SCHOOL COURSE FOR TEACHERS.

This is arranged for the convenience of those who wish to teach in the rural schools and do high school work during the winter and spring terms. By hard study it is possible for teachers to do more than the usual amount of work. This is a very popular course and we expect to enroll a large class this year.

All schools and Colleges give full credit for our work.

THE COUNTY CERTIFICATE COURSE.

This course prepares teachers for the public schools of the State. Time required to prepare for properly passing the county examination is from one year to five months according to the previous preparation of the individual. An opportunity will be given teachers to review all the common school branches during the winter and spring terms.

The State adopted text books will be used as a basis of all work. They will be supplemented by the very best and most up to date books to be found.

THE STATE CERTIFICATE COURSE.

Those desiring to prepare for the State examination will find this course exactly suited to their needs. In addition to the review of the common school branches, there will be classes in Algebra and Literature for the benefit of the teachers who have the legal qualifications of age (21 years), and experience (two years) and who hold first class county certificates, or who are otherwise qualified to do the work. Time required, one year.

ABOUT THE BRANCHES TAUGHT.

ARITHMETIC.—The aim of this class is to thoroughly master the subject. All good text books on this branch will be used. The work will be made as practical as possible.

GRAMMAR.—The Mother Tongue Book II will be the work done in this class. Such other texts will be used as are needed to make the work thorough and complete. Special attention given to the knotty problems and difficulties of the language.

RHETORIC.—The work in Rhetoric consists of practical training, composition writing, investigating subjects, outlining themes, writing and criticizing essays on live practical subjects.

A full and complete review of the figures of speech, and a thorough drill on definitions also given. But the student is trained to write by writing.

PENMANSHIP.—In this class all normal students have the advantage of an expert business Penmanship teacher without extra cost. This class will be conducted by a teacher who has taught penmanship in a Business School for a number of years.

If you are not a good penman take advantage of this opportunity to become efficient. Nothing helps out in passing a good examination so much as a neat, well written manuscript. A number of applicants fail on examination because of poor writing and "botched up" papers, who would otherwise make good.

METHODS.—This is another new feature of the Normal School of Union College. Arrangements have been made by which the students of this department will have the advantage of observing work done in the Model Primary School by some of the most skilful teachers in the country. Their work meets the approval of the greatest educators of the age. To have the advantage of studying, and observing their work with a "Model Class" of Primary students will be a rare treat.

THEORY AND PRACTICE.—As will be readily seen, the examinations in this subject are almost identical with the State Course of Study. Recognizing this fact, and also the need of a good systematic course, we have decided to make the Course of Study a regular text from the very outset. We will also devote sufficient time to the study of the leading educational reformers and their ideas, as well as the mind. Two periods each week will be given this class.

READING.—Applicants for county certificates very often find it necessary to have considerable knowledge of Literature. It is our purpose in this class, not to teach to read, but to familiarize the student with the most popular authors and their leading works. "Who wrote this?" is a very common question. Not being able to answer it sometimes causes failure in examination.

AGRICULTURE.—Experiment has been added for text book and experimental work in Agriculture Classes will be organized for those who wish to prepare to teach this subject.

HISTORY.—A complete outline of the different epochs in United States History will be given, beginning with the Period of Discovery, and continuing throughout the entire subject. The "Chain" system as suggested in the Course of Study will be followed closely. Due consideration will be given the History of Kentucky.

SPELLING.—We have one of the best classes in spelling to be found anywhere. Text used—"Common Words Commonly Misspelled." Spelling is largely a memory subject which requires hard study and much drill.

CIVIL GOVERNMENT, PHYSIOLOGY & GEOGRAPHY—will receive their full share of attention. The work being done by the latest and most approved methods as advocated and practiced by the leading educators.

REVIEWS AND DRILLS in all subjects will be very frequent and thorough. Nothing will be left undone that is considered necessary in preparing to pass the examina-

tion, and having passed to become capable and successful teachers.

GRAMMAR SCHOOL.

W. S. Edwards.

The Grammar School is designed for two purposes. It fills out the space between the Model Primary School and the Academy by offering first class work in the seventh and eighth grades, and graduates its students with a diploma and promotion certificate to the Academy. The other purpose is to give an opportunity to older men and women to finish Common School work in the quickest way possible. Many boys and girls dropped out of school before finishing the Common School. Later they have felt the need of taking it up and getting ready to go to High School, Academy or College. Or it may be to teach or get preachers license, or enter a medical or dental college. In this room this earnest class of students are allowed to take all the work they can do. Many of them do two grades in one year. They are made to feel at home.

It is not uncommon to have students thirty years old or more. They mean business and we love to look after them.

Seventh Grade.

Grammar.—Technical study of sentences is begun. Phrases and clauses are studied. Words are parsed. Drill is given in the use of tenses. The conjugation of the verb is begun.

READING.—This comprises appreciative reading of such selections as: Browning's "How They Brought the Good News from Ghent to Aix;" Cooper's "The Spy," and Dickens' "Christmas Stories."

LANGUAGE.—Students are required to write descriptions, narrations, characterizations, expositions and personal letters based upon their reading and experience. The work is correlated with both the reading and the grammar.

ARITHMETIC.—Interest is studied, including commercial paper and compound interest as applied to saving's bank accounts. Drill is given in the operations of depositing money, drawing checks and figuring interest. Ratio,

simple proportion, powers and roots, are studied. Mensuration is reviewed and careful drill is given including measurement of contents of such solids as sphere, pyramid and cone. Agricultural problems are solved.

HISTORY.—Kentucky History occupies first half of year. American History is taken the second half, going through the Revolutionary period. Collateral reading is required. History is correlated with geographical studies.

Physiology.—More advanced text book than in the sixth grade with the emphasis still placed on hygiene. More detailed study is given to foods, the nervous system and the special senses.

GEOGRAPHY.—A more advanced text is used. Special reference is given to the political divisions of the continents and to racial characteristics as influenced by natural causes.

Eighth Grade.

GRAMMAR.—Analysis and synthesis of sentences are studied. Verbs are studied with reference to class, inflection and syntax. The conjugation of the verb is completed. The whole subject is systematically reviewed.

Reading.—The appreciative reading of such selections as Hale's "The Man Without a Country," Longfellow's "The Skeleton in Armoe," and Lowell's "Under the Willows." The work should comprise the reading of about three prose selections of the length of the "Man Without a Country," and one poetic selection similar in length to Scott's "Lady of the Lake," or about six shorter poems of the length indicated above.

LANGUAGE.—Composition work is continued. Descriptions and arguments from selected portions of the classics read are analyzed. Drill is given on correct oral and written forms. Special attention is given to the writing of business letters.

ARITHMETIC.—Drill is given in rapid calculation. Practice is given in interest computation, using short methods. Simple algebra formulas are introduced. Practical problems suited to the various courses of study pursued by the students are solved.

HISTORY.—American History is completed, and the whole subject is reviewed. Collateral reading is continued.

AGRICULTURE.—This is a text book course with a number of demonstrations and a few simple individual experiments, such as testing seed corn, soil porosity, etc. Practical observations in the field are made. One-half year, beginning after Christmas.

GEOGRAPHY.—This is a study in Commercial Geography, running one-half year. It comprises studies of areas of production, agriculture and mineral resources, trade routes, and movements of civilization, showing how these are based on geographical conditions.

Both Grades.

PENMANSHIP.—Students are graded on the penmanship of all written exercises. Drill work is given in writing from dictation.

SPELLING.—All written work is graded in spelling. The recitation work follows the speller adopted by the State Board.

BIBLE.—Regular work adapted to the students.

THE MODEL PRIMARY SCHOOL.

Misses David and Ligon.

We have two good reasons for conducting this school. There are a number of citizens in Barbourville and vicinity who want a private school where the number is so limited as to give the teacher a fair chance to do the best possible by the children. The number is so limited in this school.

The teachers are the best we can find and their work has been approved by the patrons.

The second purpose of the Model School is to offer normal students the opportunity of observing some expert teaching in these grades. The work is carefully graded and the most modern and successful methods used.

PRIMARY DEPARTMENT.

Mary E. Davis.

First Grade.

READING.—By means of pictures the children are given a large vocabulary of sight words. The word, sentence and action method combined soon gives them the ability to read script. Blackboard reading is used together for the first few months; then the Primer is introduced. The phonic sound of the letters are taught to assist the children in making out new words for themselves.

WRITING.—The Montessori method is used. By means of sandpaper letters the muscles are trained so that the

child can write before he holds a pencil. All the small and capital letters are taught.

SPELLING.—Words are learned first only as wholes. Toward the end of the first year the names of the letters are learned and formal spelling is begun.

.....**NUMBERING.**—Counting to 100 and the combinations up to 20 are learned. The sandpaper figures teach the correct formation. Simple problems in addition and subtraction are given.

LANGUAGE.—The children are taught to express themselves freely in complete sentences. The common grammatical mistakes receive special attention. Simple work in dictation and composition is begun near the end of the first year. Poems are learned and rhymes and stories dramatized.

Second Grade.

READING.—Second and supplementary readers are used. Special effort is made to teach the children to read naturally as they talk.

SPELLING.—The formal spelling of the first grade is continued. Words suited to the mental grasp of the children are selected from the State Spelling Book, and the children learn to pronounce, spell, and use them in sentences.

NUMBERING.—Counting and writing figures to 1000. The combinations of addition and subtraction are thoroughly taught, and more elaborate work is done in both lines.

LANGUAGE.—The oral work of the previous grade is continued and enlarged. More elaborate work in composition is done. The marks of punctuation and forms of sentences are learned and used frequently. Good poetry is studied and stories dramatized.

Third Grade.

READING.—Third and supplementary readers are used, special attention being paid to expression.

SPELLING.—The work of the second grade is reviewed. The multiplication table through the sixes are learned and simple multiplication and division taught. Counting and writing figures to 1,000,000. Reading and writing in dollars and cents. Measuring with a foot rule; the value of an inch, foot and yard.

LANGUAGE.—Work of the second grade is continued. During the oral work talks are given on nature study, physiology, morals, etc. Original composition work and letter writing are given special attention. Stories drama-

tized by the children are "acted out" to give them freedom of expression and movement. Poems are learned and simple poems written.

GEOGRAPHY.—The forms of land are learned, built in the sand table and traced out of doors. The forms of water are taught, and when possible, worked out by the children. A daily record of the weather is kept and changing conditions due to the seasons are noted. In connection with this subject the lives of some of the great explorers are studied.

HISTORY.—Beginning with the life of the primitive cave man the children work out the conditions of the age and rediscover fire, reinvent weapons, and the primitive art. This leads up to the life of the shepherd people, then to the agriculturist, then to the merchants, then to community life and so on to our present condition.

All Grades.

BIBLE STUDY.—Verses suited to the various grades are committed to memory. A short chapel service is held every morning.

STORY TELLING.—Twice a week stories are told to the children. In this way they become familiar with the world's best literature. They are encouraged to reproduce these in all possible ways.

GAMES AND GYMNASTICS.—Five minutes, twice a day are given to gymnastics, games and exercises, to give the children muscular control and ability to follow directions rapidly.

DRAWING.—The children are encouraged to express themselves freely in this way. In the second and third grades the Arts and Crafts course is used.

HANDIWORK.—Folding, cutting, tearing, pasting, weaving, painting, crayoning, and cardboard construction are used through the grades to give finer co-ordination of the muscles and teach the children the use of their hands. By these occupations they prepare most of the materials for supplementary work, make toys, and decorate the room.

MUSIC.—Once a week the children have a vocal lesson with the College music teacher. Each morning they have songs at their opening exercises.

INTERMEDIATE DEPARTMENT.

Mary E. Ligon.

READING.—Fourth Reader and grade library books. Silent reading is practiced. Phonic exercises and drills are given.

LANGUAGE.—Oral and written reproductions of descriptions. Paragraphing and letter forms are taught. Simple rules of good usage are formulated. Drill is given on correct use of capitals, punctuation, etc.

SPELLING.—Words from the daily lesson and from the spelling bok.

ARITHMETIC.—Roman numerals, I to C, and by hundreds to M, are taught. United States money, using "College Currency" from the Business Department, is used in practical exercises. Simple problems connected with daily life are given. Problems in bills and accounts, where one of the factors is twelve or less, are used. Simple cancellation, simple problems in fractions, and dry measure are introduced.

GEOGRAPHY.—The continents are studied in reference to position, form, size (as compared with other continents), relief, drainage, distribution of population and political divisions. Small globes are provided for individual use so that the pupil becomes familiar with the earth as a sphere.

HISTORY.—No text is used this year, but stories of important historical character are told by the teacher and read by the pupil.

HYGIENE.—The principal facts of physiology are taught from a simple text book to give background for practical lessons in hygiene.

Fifth Grade.

READING.—The Fourth Reader is continued and suitable classics are read. The children are taught the use of the dictionary and reference books. Careful attention is given to emphasis, inflection, and the tone of voice. Tennyson's "The Brook;" Holmes' "Old Ironsides;" Shakespeare's "Lullaby to Titania," are to be memorized.

LANGUAGE.—Simple compositions are written from outlines. Pictures are studied and compositions written about them. The simple declarative sentence is studied.

SPELLING.—The fourth grade work is continued.

ARITHMETIC.—Decimals, aliquot parts, square and cubic measure and avoirdupois weight are introduced. Practical exercises in buying and selling by weight, using "College Currency" and balances from the laboratory, are much enjoyed by the children of this grade.

GEOGRAPHY.—The political divisions, of the continents are studied, following in general this outline; position, form, size, relief, drainage, climate; soils, vegetation, animal life, mineral wealth, manufacturing, distribution of population and chief trade routes. The geography of Ken-

tucky is studied somewhat in detail following the above outline.

HISTORY.—A simple text on American History is studied.

HYGIENE.—The same text book is continued and simple supplementary reading on the prevention of disease is required.

Sixth Grade.

READING.—The Fifth Reader is used. The use of dictionary and library books is continued. Lowell's "The First Snowfall;" Read's "Sheridan's Ride," and Wolfe's "Burial of Sir John Moore," are to be memorized.

LANGUAGE.—Model narrations, descriptions, and expositions are studied and imitated in original work. The paragraph is studied. The rules for punctuation are reviewed.

SPELLING.—The work as of Fifth Grade is continued. Stems, prefixes, suffixes and synonyms are studied.

ARITHMETIC.—Fractions and percentage are continued. Simple interest and foreign money are taken up. Forms of bills and accounts are studied by practical work. Special emphasis is placed on problems dealing with agriculture.

GEOGRAPHY.—The subject is studied more in detail than in the land forms, with introduction to the causes that produce the land forms, wind, ocean currents, etc.

HISTORY.—A more advanced text is used and an effort is made to have the children appreciate the historical trend of events. A brief introduction to European history is given.

HYGIENE.—Models and lantern slides from the biological laboratory are used during this year. Principles of first aid to the injured are taught.

All Grades.

DRAWING.—A graded course using the Practical Drawing series is taught.

MUSIC.—Weekly lessons in sight singing are given by the voice teacher.

NATURE STUDY.—This is not taught as a separate subject, but is correlated in a practical way with reading, drawing, geography and physiology.

PENMANSHIP.—A graded series of copy books is used and the pupil is required to use care in all written exercises.

TYPEWRITING AND PENMANSHIP.

Miss Nettie Creal.

The College owns six new Remington Typewriters and will give instruction to any student desiring to learn typewriting.

The time has come that a large per cent of professional and business men feel that their time is too valuable to be taken up in writing longhand. With the use of the typewriter they save time and give a perfectly legible letter.

Save time and money by learning to use the typewriter.

Because one can use the typewriter he should not write an illegible hand. There is always more or less hand writing necessary. The College will require all students to write a legible hand. Then for the help of those who **must have** penmanship and for those who want to become good penmen this department will be kept in good order.

DEPARTMENT OF MUSIC.

The demand for more and better music increases year by year. Today, it is not only sought for in refined and cultured circles, but is demanded in all forms of church and school work. No student's education is complete without some knowledge of music.

The courses of study here prescribed are for earnest students who want to attain real excellence. Since many have in mind the profession of teaching, their needs are specially provided for.

A diploma is awarded for the completion of the course as outlined in the catalog. Each grade should take one year to finish, two periods per week. The studies named indicate the range of difficulty belonging to the several grades, but it is obvious that lists of pieces sufficient to illustrate a wide range of musical literature cannot here be given. The student must finish at least three years of Academic work before receiving the diploma in music.

Pianoforte.

Miss Rains.

First Grade.—After learning the notes, rests, etc., careful attention is given to development of finger touch and of a round and full legato. Technical studies are given for muscular development. The first three major scales and first grade pieces will be studied until the pupil is ready to enter the second grade.

Second Grade.—This consists of major scales and common chord arpeggios, hands separate, four notes to a beat, at the metronome rate of 80. Loeschhorn, Op. 65, books 2 and 3; Kohler, Op. 50; Sonatinans by Kuhlman, Dussak, and others. Pierces by Haydn, Schumann, Mozart, and modern composers.

Third Grade.—Major scales, both hands together at the metronome rate of 92. Minor scales and common chord arpeggios. Duvenoy; Loeschhorn, Op. 66, selections from Heller, Op. 47, Sonatas from Mozart and Haydn; Field's Nocturnes; Composition by Gurlitt, Moskowski, Mendelssohn, and others.

Fourth Grade.—Major and minor scales, hands together, at metronome rate of 100; common chord arpeggios at the rate of 80. Czerny's Velocity studies, Op. 299; Bach's Little Preludes, et Fugues; Selections from Heller, Op. 46 and 45; Mendelssohn's Songs without words; Sonatas by Mozart and Beethoven; Selections from Chopin, Schubert, Schumann and modern composers.

Fifth Grade.—Major and minor scales, hand together at the metronome rate of 116; common chord arpeggios at the metronome rate of 116; common chord arpeggios at the rate of 100; Dominant and diminished sevenths at the rate of 100. Cramer Etudes; Bach's Inventions; Octavo Studies; Schubert's Impromptus; Chopin's Waltzes; Beethoven's Sonatas; Selections from Schumann, Weber, Grieg, MacDowell and others.

Senior Year.—Pupils must play scales, major and minor, hands together, at metronome rate of 132; arpeggios of major and minor scale chord, dominant and diminished seventh at a rate of 116; major and minor scales in double thirds, chords, octaves, hands separate, at metronome rate 80. Clament's Gradus ad Parnassus; Bach's well-tempered Clavichord; Selections from Handel's Suits; Bach's English and French Suits, Beethoven's Variations; Mendelssohn's Scherzos, Chopin's Pollonaises and Nocturnes; modern composers. Students in this grade should practice at least three hours a day. Before completing the course in music, pupils must pass a creditable examination in Practical

Harmony and Theory, and have at least one year in History of Music.

Recitals are given each quarter, all students of the Music Department participating, at the discretion of their instructors.

"PROGRESSIVE SERIES IN PIANO LESSONS."

The most laudable and widely agitated movement in professional music circles at present, proposes—

First—Standardization of music Teaching and Study.

Second—Allowances of High School Credited for music Study under standardized teachers.

We are presenting this year such a course of instruction. It represents all the different branches of musical education in systematic order so that the material is introduced as it is needed and the bearing of one subject upon another is made clear.

Technical difficulties are concentrated upon and worked out by special methods which are explained in the course itself. With this course, then, exactly the technical work needed with all the very latest pedagogical improvements is available.

In view of the present tendency to standardize music instruction a text book of this kind goes a long way towards accomplishing the purpose of Standardizing the Teaching of Music.

The Progressive Series of Lessons, Exercises, Studies and Pieces which we present for the coming year, was compiled or originated by the highest authorities on musical matters in the world. Leopold Godowsky head of the Master-School of piano playing in Vienna and a famous virtuoso and composer of international reputation is Editor-in-chief.

Any Academy student may work out two units in music and certain students who expect to specialize may major in music by working out four units in music.

For amount and kind of work for credit see our

special bulletin on High School Credits on the "Progressive Series of Piano Lessons." Write for bulletin.

Voice.

Special emphasis is given from the first to tone formation and proper breathing. Exercises in the development of the voice, in articulation, in expression and in the art of phrasing are given each year with increasing degrees of difficulty. Vocal scales are practiced. Easy, Pleasing songs by good composers are studied the first and second years, while songs of Schubert, Schumann, Mendelssohn, with selections from oratorios and operas are used during the third and fourth years. Precision of tone and flexibility of voice are developed by scale exercises and vocalises by Marchesi and others.

Violin.

We are unusually fortunate in securing a very excellent artist for this department. We predict a large class and a great year for the violin.

For years the violin has been the great solo instrument and more people are attracted by it than by any other. Bring your violin along.

ELEMENTARY COURSE.

A.—Wichtl's Young Violinist, De Beriot's Violin School, or Dancla's Method. Studies by Dancla, Mazas. Pieces by Papini, Hermann, Ries, Op 28, Bohm, Hauser, etc.

B.—Kayser, Books I and II. Sevcik's Technical Exercises. Dancla's Etudes, Op 122, and others.

INTERMEDIATE COURSE.

C.—Kayser, Book III. Kreutzer, first ten exercises. Mazas, Op. 36, Book I. Schradieck, Book I.

D.—Dancla's Etudes, Op. 110. Kreutzer, forty-two studies. Arpeggio studies. Three octave scales. Pieces by Donizetti, Viotti, Klose, etc.

ADVANCED COURSE.

E.—Kreutzer, thirteen studies. De Beriot's Seventh Concerto. Rode, Seventh Concerto. Concertos by Accolay and others. Pieces by Ernst Moskouwski, Raff and others.

MUSICAL ORGANIZATIONS

Orchestra.

Professor Kenyon.

This organization is maintained for the training that it gives the student in music and for the pleasure that such an organization gives the school and its patrons. An orchestra is always in demand to add to the delight of an evening's program. The college owns a few of the foundation instruments for this organization. The past year the orchestra has given many excellent programs. Bring your instrument along.

Band.

Professor Kenyon.

A good band is recognized as an important adjunct to a school.

The permanency of this organization is assured by the fact that the college owns its own set of instruments. If you have an instrument bring it along.

Mandolin Club.

This, too, is placed upon a permanent basis, the College owning a set of eight mandolins and one mandola for the use of the club. This organization is for young ladies and is open to any young lady in the school until the instruments are all taken up.

College Chorus.

This is the organized class in chorus work and should prove a helpful and delightful addition to the musical features of the school.

DEPARTMENT OF EXPRESSION.

The object of this department is to train the body and the voice. Exercises are given to develop the poise of the body, freedom of gesture, ease of manner and self-confidence. Careful attention is given to proper articulation so that one's thoughts may be

stated clearly and attractively. Though special attention is given to public speaking, yet the aim of the department embraces more than this. In every line of human activity the proper use of the voice is an important factor. Business men, salesmen, teachers, trained nurses, and others give much more proficient service from having a well trained voice and manner, as well as public speakers. A broad training in handling voice and gesture that is suited to the needs of all classes is the aim of this department.

The regular course, for the completion of which a diploma is given, is outlined below and consists of two private lessons and two class lessons per week. It is designed to run parallel with our four year Academic course. At least three years of the Academic course, or their equivalent are necessary before the diploma in Expression will be granted. Students taking "half time" will pay one dollar extra per month for the class work.

COURSE OF STUDY.
First Year.

Physical Culture	Fundamental Voice Training
Literary Interpretation	Platform Department
Recitals	Visible Speech
Textbook, Evolution of Expression, Vols. I and II.	

Second Year.

Physical Culture	Expressive Voice
Responsive Drill	Tennyson, Kipling, Browning,
Vocal Technique	"As You Like It," or the
	"Merchant of Venice."
Literary Interpretation	
Visible Speech	Recitals
Vocal Physiology	
Textbooks, Evolution of Expression, Vols. III and IV.	
Philosophy of Physical Culture, Expressive Voice Culture.	

Third Year.

Physical Culture	Vocal Technique
Expressive Voice	Extemporaneous Speaking
Gesture	Debate
Hamlet	Pantomime
Dramatic Art	Macbeth
Recitals	
Textbooks, Perfective Laws of Art, Vols. I and II.	
Practical Public Speaking.	

Fourth Year.

Physical Culture	History of Oratory
Anatomy	Twelfth Night
Vocal Technique	Recitals.
Faust	

DEPARTMENT OF ART.
Cora Sevier.

The aim of this department is to ground the pupil in the fundamental principles of Art and to cultivate some of the high faculties of the mind. As to the benefits from a mastery of this course, it need only be said that a knowledge of drawing is now indispensable in all departments of mechanics, and that a knowledge

of both drawing and painting, besides being a profitable source of income, is also an infinite source of refined and refining pleasure and the means of making homes more cheerful and attractive.

The regular course in Art embraces four years' study of two periods per week. A diploma is awarded for the completion of the course. The student must have at least three years of Academic work before the diploma will be awarded. The exact time required for the completion of the course will naturally vary with the ability of the student; since a certain degree of proficiency is required to entitle the student to the diploma regardless of the time used.

First Year.

Pencil, charcoal, and pen and ink drawing from plaster casts and still life. Study of perspective and artistic groupings.

Second Year.

Drawing continued, using more difficult objects. Water colors introduced. History of Art.

Third Year.

Drawing continued and special attention to artistic grouping. Photographs and miscellaneous works of art are studied from this view point. Water colors continued and work in oil begun. Outdoor sketching, pastel, pierced brass, clay modeling, stenciling and china painting are optional this year.

Fourth Year.

Drawing, water colors and oil continued and such optional branches as the student has selected. Study in principles of design.

EXPENSES.

All bills are charged by the term and are payable in advance. However, board for one-half the term may be paid in advance and the second half be paid at the middle of the term. So, instead of paying \$39.00 for board upon

entering in September one can pay \$19.50 and then November the first \$19.50; January 2nd, \$15.25 and February 7th \$15.25; March 19th, \$15.25 and April 25th, \$15.25.

To calculate the expenses for a term or year take the tuition in your department and add the board. For example a student taking Academy would have for the Fall Term, tuition of \$12.00 and board and room \$39.00, making a total of \$51.00. In the Grammar School it would be \$7.00 for tuition plus \$39.00 for board and room, making a total of

There will be no reduction of general tuition for those entering two and three weeks late since it requires extra care to catch the student up with his classes.

If a student takes Music or Expression for less than a term the lessons will be at the rate of 60 cents each.

Credit for board will be allowed at the rate of \$2.50 a week where a student enters late or leaves before the close of the term.

Bring enough money, or preferably a check or draft, to pay tuition for a term and board for at least one-half term. Save a little for books and incidentals.

PARENTS! Please do not furnish very much spending money to your children. It becomes a menace to their work and they become a nuisance to the school.

See page — for Government and Boarding Student's Outfit.

TUITIONS.

	Fall Term.	Winter Term.	Spring Term.
College	\$14.00	\$11.00	\$11.00
Academy	12.00	10.00	10.00
Theology	12.00	10.00	10.00
Normal—State Certificate	10.00	8.00	8.00
County Certificate	7.00	6.00	6.00
Grammar School	7.00	6.00	6.00
Model Primary School	6.50	5.75	5.75
Piano, two lessons a week.....	14.00	11.00	11.00
Violin, two lessons a week.....	14.00	11.00	11.00
Voice, two lessons a week	14.00	11.00	11.00
Expression, two lessons a week....	14.00	11.00	11.00
Art, two lessons a week	14.00	11.00	11.00
Typewriting	7.00	6.00	6.00
Penmanship	3.50	2.75	2.75

LABORATORY AND RENTAL FEES.

	Fall Term.	Winter Term.	Spring Term.
General Science and Botany.....	\$.50	\$.50	\$.50
Zoology	1.00	1.00	1.00
Physics	1.50	1.50	1.50
Chemistry	2.00	2.00	2.00
Piano rental one hour daily	3.50	2.75	2.75

ROOM AND BOARD.

	Fall Term.	Winter Term.	Spring Term.
Board and room including light, heat, water and mail service....	\$39.00	\$30.50	\$30.50

MISCELLANEOUS.

Key deposit in Boys' Hall, refunded when key is turned in, if every thing is in good condition.....	\$.50
Special Examinations	1.00
Academic, Music, Art or Expression Diplomas	5.00
Grammar School Diploma	2.00

ROLL OF ALUMNI OF UNION COLLEGE.

Collegiate Department.

1893.

James Perry Faulkner, (M. A., In cursu, 1896).....	A.B.
John Elbert Thomas	A.B.

1894.

John Henry Byrley	A.B.
Charles Helder Gibson	A.B.
James Samuel Lock	A.B.

1895.

Alexander Francis Felts	A.B.
Leslie Hudson, (Deceased)	A.B.
Sarah Elizabeth Lock	A.B.
Daisy Chastine Tinsley	A.B.
Maude Ellen Tinsley	A.B.
George Harmon Wilson	A.B.

1896.

William Carson Black	A.B.
James Pogue Gibson	A.B.
George Edwin Hancock, (M.A., cursu, 1899).....	A.B.
Deceased.	
Edward Warren Tinsley	A.B.

	1897.	
Fred Trigg Kelley		A.B.
May E. Lock		A.B.

	1898.	
Victor Vance Anderson		A.B.

	1899.	
John Black Hudson		A.B.
John Eve Matthews		A.B.

	1900.	
Della Jewell Johnson		A.B.
Maymie Hannah Johnson		A.B.
Henry Clay Black		A.B.
George Augustus Lock		A.B.
Grant Perkins		A.B.
J. Will Harris		A.B.

	1903.	
Margaret Gill Burnside		A.B.

	1904.	
Roxye Leona Wilson		A.B.

	1905.	
Joseph A. Bretz		A.B.

	1906.	
Lawrence G. Wesley		A.B.
Cora Grindstaff		A.B.
Laura Grindstaff		A.B.

	1907.	
Ernest Faulkner		A.B.
Lena Wilson		A.B.

	1908.	
Edward P. Hall		A.B.
\$46.00.		

Junior Collegiate Department.

Charles Leroy Howes	1913
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Academic Department.

Thomas A. Wood	1908
Mary Ballinger, (Deceased)	1908
Howard Trent	1908
J. Spencer Singleton	1908
Thomas Bradley Ashley	1909
Charles G. Black	1909
J. Loyd Decell	1909
Robert W. Howes	1909

Laura Green Easley	1909
Nancy Kincheloe	1909
Sudie Pauline Newman	1909
Hattie Jean Stansberry	1909
Samuel Bruce Hardy	1909
Amelia Ballinger	1910
Grace Bellaire Berry	1910
Verdie Colson	1910
Idella Kincheloe	1910
B. C. Lewis	1910
William Clark Mace	1910
Edgar B. Wesley	1910
Oscar Wesley	1910
Mary Rice Wilson	1910
Ellen Bryan Clark	1911
Ida Mae Cole	1911
Anna Mae Creech	1911
Guy Leslie Dickinson	1911
Norma Bruce Elliott	1911
Nancy Lee Faulkner	1911
Anna Royston Griggs	1911
Charles Leroy Howes	1911
Lallah Rookh Johnson	1911
Harrison W. Large	1911
Mary Dora Laughlin	1911
Lucy Ballinger	1912
Pearl Allyn Bastin	1912
Hallie Ester Cheap	1912
Myrtle Cole	1912
Lillian Hanna Mae Harrop	1912
Walter Monroe Jarvis	1912
Bertha Lockhart Norris	1912
Kathleen Brennan Sullivan	1912
Naomi Oldham Tuttle	1912
Annie Dee Albright	1913
Anna Cronley Ballinger	1913
John List Carol	1913
Ollie Elnora Cole	1913
Maud Cole	1913
Ruth Decker	1913
Robert Faulkner	1913
Louise Jesson	1913
Mabel Jacobs Matthews	1913
Earl Mayhew	1913
Veana Gilraith Noe	1913
Thelma Edythe Stratton	1913
Edward William Scent	1913
Richard Brittain Tuggle	1913
Anna Melvin Walton	1913

John Henderson Young	1913
Stephen Amos Ballinger	1915
W. McKinley Wesley	1915
Clyde Stanfill	1915

THE ACADEMY CLASS OF 1916.

Martha Francis Albright	Knox County
Samuel Petty Franklin	Anderson County
Odis Elizabeth Fuller	Knox County
Carl Wendell Haggard	Casey County
Margaret Nelle Jones	Knox County
Karl Euart Lewis	Knox County
Katherine Kinniard Locke	Knox County
Stuart Doak Miller	Knox County
Mary Dowis Sampson	Knox County
Pauline Steele Sampson	Knox County
Winford Bailey Sampson	Lincoln County
Joel Dale Stansbury	Knox County
Clarence Swearingen	Lewis County
George William Thomas	Clarke County

Music Department.

Joan Easley	1908
Emma Weaver	1909
Ida Mae Cole	1911
Norma Bruce Elliott	1911
Ollie Elnora Cole	1913

ACADEMY DEPARTMENT.

Albright, Martha	Knox County
Avritt, Iva	Marion County
Bain, Paul	Knox County
Booze, Margaret	Wilhoit, Ky.
Bradley, Maude	Alabama
Borie, Geo. R.	Lyndon, Ky.
Bengey, C. D.	Balsm, Ky.
Dohoney, Ivy	Marion County
Dohoney, Betsey	Marion County
Fuller, Odis	Knox County
Franklin, Collie	Alton Station, Ky.
Franklin, S. P.	Alton Station, Ky.
Forrester, John	Harlan County
Faulkner, Drew	Knox County
Guyn, Aubrey	Wilmore, Ky.
Gregory, W. F.	Knox County
Haggard, Carl W.	Casey County
Hammons, Alta	Madison County

Jones, Nelle	Knox County
Johnson, Gladys	Bell County
King, Geo. A.	Knox County
Lewis, Goodloe	Louisville, Ky.
Lewis, Karl	Knox County
Locke, Katherine	Knox County
Mayhew, Laura	Knox County
Mayhew, Mae	Knox County
Morehead, Thelma	Knox County
Miller, Stuart D.	Knox County
Rodriguez, Armando	Panama
Ragan, Welby	Nicholas County
Swearingen, Clarence	Lewis County
Sampson, Pauline S.	Knox County
Sampson, Emoline E.	Knox County
Sampson, Dowis	Knox County
Sampson, W. B.	Lincoln County
Simmons, Minnie M.	Alabama
Stansbury, Joe	Knox County
Stacy, Otis	Knox County
Thomas, George	Winchester, Ky.
Tye, Bonie	Knox County
Van Deren, Ruby	Pulaski County
White, Herman	Alabama

NORMAL DEPARTMENT.

Bain, Paul	Knox County
Bargo, Margaret	Clay County
Bargo, W. M.	Clay County
Blair, James F.	Knox County
Curry, Tom	Knox County
Campbell, Mrs.	Knox County
Campbell, Andy	Knox County
Carnes, Victor	Knox County
Chestnut, Carson	Knox County
Dugger, Claud	Knox County
Earley, Minnie	Laurel County
Green, Carl	Bell County
Howard, Cleo	Knox County
Hammons, Mary	Knox County
Hammons, Will	Knox County
Hopkins, Mrs. Harvey	Knox County
Hopkins, Harvey	Knox County
Ingram, Vesta	Bell County
Jackson, George	Knox County
Logan, Dewey	Knox County
McWilliams, Rufus	Knox County
Mills, H. C.	Knox County

Martin, W. D.	Knox County
Miller, Fred	Knox County
McDonald, Ben	Knox County
Magee, Vesta	Laurel County
Martin, Willie Rose	Knox County
Noe, Lida	Knox County
Owens, Ora	Laurel County
Parrott, Troy	Knox County
Reynolds, C. H.	Clay County
Stewart, Jesse	Knox County
Smith, D. W.	Clay County
Smith, Willie	Knox County
Sibert, James	Clay County
Smith, C. A.	Knox County
Slusher, O. F.	Knox County
Scaif, Willie	Knox County
Upchurch, Mrs.	Illinois
Verbal, W. H.	Knox County
Vaughan, Nannie	Knox County
Williams, Ben	Knox County
Warfield, Estella	Knox County
Williams, Dora	Knox County
Young, Hardin P.	Lincoln County

GRAMMAR SCHOOL.

Burke, Edgar	Madison County
Beddow, Robert	Knox County
Bain, Sallie	Knox County
Brunner, Luther	Jessamine County
Brackett, Nora	Knox County
Bain, Ruby	Knox County
Booze, Carl	Wilhoit, Ky.
Chadwell, George	Knox County
Caudill, Jesse E.	Magoffin County
Cornett, Otis	Knox County
Cox, J. C.	Bell County
Campbell, Speedy	Knox County
Dishman, Will Ed.	Knox County
Dykes, Bruce	Harlan County
Decker, Sawyers	Knox County
Dykes, D. C.	Harlan County
Earley, Harvey	Knox County
Earley, Bee	Boreing, Ky.
Earley, Lillian	Knox County
Fain, Robert	Garrard County
Grace, Charles	Knox County
Gilbert, Xenia	Bell County
Gilbert, Ruby	Bell County

Gray, Fred S.	Tennessee
Goodin, W. J.	Knox County
Howard, Flora	Knox County
Howard, Flora	Knox County
Henson, Esther	Knox County
Hammons, Edward	Knox County
Hollifield, Leemon	Knox County
Humfeet, Violet	Knox County
Jackson, Clarence	Knox County
Jones, Lewis	Knox County
Kelley, Willie	Clay County
Ligon, Will	Knox County
McNeal, John	Knox County
Matthews, Vance	Wilton, Ky.
Miracle, C. B.	Knox County
Morgan, Ethel	Knox County
McWilliams, Joe	Knox County
Morford, Thomas	Garrard County
Noe, Lida	Knox County
Overley, Ramond	Covington, Ky.
Owens, Charles	Knox County
Reynolds, Beve	Clay County
Roberts, Farris	Jesson County
Swearingen, Fay	Lewis County
Shelton, Shivley	Knox County
Smith, Clyde	Knox County
Sargent, Harry	Knox County
Turner, Edith	Knox County
Tuggle, Allen	Knox County
Tompson, Ethel	Knox County
Turner, Flossie	Knox County
Valentine, Jesse	Knox County
Williams, Edgar	Knox County

INTERMEDIATE DEPARTMENT.

Black, Maurice	Knox County
Bromley, Charles	Knox County
Bromley, Walter	Knox County
Byrley, Cecil	Knox County
Carnes, Mae	Knox County
Carnes, Irene	Knox County
Earley, Flossie	Knox County
Cornett, Will	Four Fork, Ky.
Farmer, Loretta	Knox County
Farmer, Willson	Knox County
Jones, Billy	Knox County
Kelley, Willie	Clay County
Martin, Mayhew	Knox County

McClung, Evelyn	Knox County
Middleton, Leola	Virginia
Owens, Ruth	Knox County
Sampson, Anna Maude	Knox County
Sampson, Helen	Knox County
Smith, Anna Mae	Knox County
Scent, Caroline	Knox County
Stansbury, David	Knox County
Stansbury, Ted	Knox County
Smith, Blanche	Knox County
Sallee, Cecil	Wilmore, Ky.
Tuggle, Kenneth	Knox County
Rutherford, Homer	Knox County
Woodyard, Evue	Tennessee.

PRIMARY DEPARTMENT.

Bromley, Thomas	Knox County
Bromlay, Paul	Knox County
Bradley, Mary L.	Knox County
Bradley, Mary L.	Knox County
Black, Fonzone	Knox County
Bain, Guila	Knox County
Black, Craig	Knox County
Black, Evelyn	Knox County
Black, Russel	Knox County
Black, Stanley	Knox County
Campbell, Kenneth	Grays, Ky.
Dishman, Ben	Knox County
Davidson, Frank	Knox County
Earley, Warnie	Knox County
Farmer, Louise	Knox County
Gregory, Pauline	Knox County
Gregory, Evelyn	Knox County
Hawn, Katherine	Knox County
Hawn, Louis	Knox County
Humfleet, Bernice	Knox County
Kennedy, Katherine	Knox County
Kelley, Sadie	Knox County
Lewis, Mae	Knox County
Lewis, Luther	Knox County
Locke, Lucile	Knox County
Mealer, Jenny	Knox County
McDermott, James	Knox County
Mealer, Loretta	Knox County
McClung, Jean	Knox County
Martin, Elmer	Knox County
Scent, Charles	Knox County
Scent, Anna	Knox County

Sphar, Anna	Knox County
Smith, Gertrude	Knox County
Smith, Walter	Knox County
Turner, Delia	Knox County
Turner, Delmas	Knox County
Tiffany, Wallace	Knox County

BUSINESS DEPARTMENT.

Baldwin, Lew	Madison County
Bradley, Maude	Alabama
Bain, Paul	Knox County
Dykes, D. C.	Garrard County
Earley, Bee	
Faulkner, Drew	Knox County
Franklin, Collie	
Forrester, John	Harlan County
Freeman, D. E.	Virginia
Garrizoni, Peter	Bell County
Hammons, Alta	Madison County
Hubbard, Henry	Knox County
Haggard, Carl	Casey County
Hopper, Sidney L.	Knox County
Hammons, Edward	Knox County
Jones, Fred	Knox County
Kelley, Hortense	Knox County
Logan, Dewey	Knox County
Mattingly, James	Virginia
Mitchell, Elmer	Knox County
Rodriguez, Armondo	Panama
Stanfill, Clyde	Knox County
Smith, Clyde	Knox County
Slusher, Oscar F.	Knox County
Simms, Algin T.	Knox County
Sargent, Harry	Knox County
Stansbury, R. P.	Knox County
Sampson, R. P.	Lincoln County
Sampson, W. B.	Lincoln County
Simmons, Minnie M.	Alabama
Thomas, George	Clarke County
Tye, Bonnie	Knox County
Van Deren, Ruby	Pulaski County
West, Louise	Alabama
White, Herman O.	Alabama

PIANO.

Albright, Martha	Knox County
Bain, Ruby	Knox County

Black, Fonzine	Knox County
Bain, Sallie	Knox County
Dohoney, Iva	Marion County
Dohoney, Betsey	Marion County
Freeman, Alma	Virginia
Gilbert, Xenia	Bell County
Gilbert, Ruby	Bell County
Haggard, Carl	Casey County
Humfleet, Violet	Knox County
Gregory, Evelyn	Knox County
Gray, Fred	Tennessee
Gregory, Mrs. W. F.	Knox County
Johnson, Gladys	Bell County
Kenyon, Mrs. J. B.	Knox County
Martin, Willie Rose	Knox County
Middleton, Leola	Virginia
Mayhew, Laura	Knox County
Mayhew, Mae	Knox County
Mattingly, Mary	Virginia
Overly, Raymond	Covington, Ky.
Prater, Mary Willie	Magoffin County
Sampson, Anna Maude	Knox County
Sampson, Dowis	Knox County
Sampson, Emoline	Knox County
Sampson, Pauline	Knox County
Swearingen, Fay	Lewis County
Smith, Anna Mae	Knox County
Simmons, Minnie Mutt	Alabama
Woodyard, Evue	Tennessee
Woodyard, Dana	Tennessee
Van Deren, Ruby	Pulaski County

HISTORY AND HARMONY.

Albright, Martha	Knox County
Woodyard, Dana	Tennessee
Overley, Ramond	Covington, Ky.

ART DEPARTMENT.

Bradley, Maude	Alabama
Creal, Nettie	Larue County
Edwards, Mrs. W. S.	Knox County
Franklin, Mrs. E. T.	Knox County
Gilbert, Ruby	Bell County
Golden, Mrs. Lynn	Knox County
Hughes, Mrs. J. W.	Knox County
Lay, Mrs. W. R.	Knox County
Lane, Bertha	Knoxville, Tenn.

Miller, Mrs. J. S.	Knox County
Parker, Rosa	Knox County
Prater, Mary Willie	Magoffin County
Steele, Mona	Knox County
Smith, Mrs. A. D.	Knox County
Tuggle, Mrs. James	Knox County
Tuggle, Kenneth	Knox County

VOICE.

Bradley, Maude	Alabama
Franklin, S. P.	Anderson County
Franklin, Collie	Anderson County
Gregory, W. F.	Knox County
Gilbert, Xenia	Bell County
Gilbert, Ruby	Bell County
Guyn, Aubrey	Jessamine County
Gray, Fred S.	Tennessee
Mayhew, Laura	Knox County
Sampson, Emoline	Knox County
Sampson, Pauline	Knox County
Simmons, Minnie Mutt	Alabama
Tye, Bonnie	Knox County
Woodyard, Dana	Tennessee
White, Herman O.	Alabama

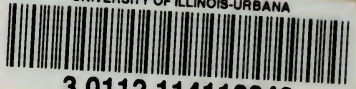
EXPRESSION AND PHYSICAL CULTURE.

Bain, Ruby	Knox County
Farmer, Loretta	Knox County
Humfleet, Violet	Knox County
Middleton, Leola	Virginia
Overly, Raymond	Covington, Ky.
Steele, Mona	Knox County
Simmons, Minnie Mutt ..	Alabama
Tye, Drucilla	Knox County
Black, Evelyn	Knox County
McClung, Evelyn	Knox County
McClung, Jean	Knox County

VIOLIN.

Beddow, Robert	Knox County
Sampson, Dowis	Knox County
Sampson, Emoline	Knox County
Smith, Anna Mae	Knox County
Total less duplicates	230

UNIVERSITY OF ILLINOIS-URBANA



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